Annual Report to the Commissioner

2012 - 2013 School Year

by

Maine Charter School Commission

September 20, 2013

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A. The Maine Charter School Commission's strategic vision for chartering and progress toward achieving that vision:

The mission of the Maine Charter School Commission (Commission) is to allow charter schools to be established as public schools that improve pupil learning by creating more high quality schools with high standards for pupil performance; that close achievement gaps between high-performing and low-performing groups of public school students; that increase high-quality educational opportunities within the public education system; that provide alternative learning environments for students who are not thriving in traditional school settings; that create new professional opportunities for teachers and other school personnel; that encourage the use of different, high-quality models of teaching and other aspects of schooling; and that provide students, parents, community members and local entities with expanded opportunities for involvement in the public education system.

This mission is being accomplished in a number of different ways. The Charter Commission has formally adopted Rule 90-668 Chapter 1: Commission Organization and Operation that guides how the Commission will organize and operate. Also, Rule 90-668 Chapter 2: Procedures for Commission Authorization of Public Charter Schools, based upon the experience of two rounds of Requests for Proposals (RFP), was formally amended to improve the process of approving public charter schools.

The charter school approval process includes a four step process.

- 1. The first step is a completeness review. Applications judged not complete are returned to the sponsor for errors or omissions to be corrected within 5 days.
- 2. Those applications deemed to be complete then move to the second step, approval for continued review. A Review Team, comprised of three Commission members, assisted by technical experts, as needed, review each application and rates it using the evaluative criteria in the RFP. Using the scoring rubric as a tool, the Team develops a recommendation for consideration by the full Commission to determine merit for continued review.
- 3. The applicants approved for continued review then move to the third step which includes an interview with the Commission and a public hearing.

4. In the final step, the Commission reviews the findings from the review of the application, the information received from the interview and the public hearing and makes a decision to approve or deny the application.

A second round of RFPs, dated August 31, 2012, was completed in the spring of 2013 with the Commission approval of two new public charter schools, Fiddlehead School of Arts and Sciences and the Harpswell Coastal Academy; also, the Baxter Academy for Technology and Science received its final approval. All three are scheduled to open in September, 2013. This will allow Maine students the opportunity to choose to receive their education from five public charter schools, each offering a different educational focus:

Cornville Regional Charter School is a K-7 school; Maine Academy of Natural Sciences serves Grades 9-12; Baxter will begin with Freshmen and Sophomores; Fiddlehead is a Pre-K – Grade One Program; and Harpswell starts this fall with Grades 6 and 9.

The Commission reviewed the RFP document and made changes to better describe the expectations of the Charter Commission, to address the understanding gained in the prior two RFP processes integrating the experience of the Commission. This resulted in a new RFP for applicants of a brick and mortar public charter school. And an RFP specifically for applicants intending to create a virtual public charter school that includes expectations for elements found in successful virtual programs, which addresses the different nature of a virtual program from that of a traditional charter school. These new RFPs will be released the summer of 2013 for schools that would open in September, 2014.

In addition to the entire RFP process, the Commission was engaged in the legislative process by introducing the work of the Commission to legislators; monitoring proposals that might affect charter schools or amend the charter school law; providing testimony to assist the legislative committee as it considered proposed legislation and being available to address requests for information. (Attached is an information booklet provided to legislators.)

The Commission also maintained close communication with the approved charter schools, conducted the required monitoring responsibilities and attended important functions at the charter schools.

Commission members were available to media representatives responding to inquiries, as well as, contributing to a better public understanding of the charter school law and transparency of Commission activities.

The Commission was fully engaged in the development of rules and the rewriting of RFPs. Commission members maintained a record of excellent attendance at the Commission's regular monthly business meetings and workshops and also at all special meetings of the Commission. Each of these responsibilities required many hours of voluntary labor.

Supporting the Commission are two administrative employees, an Administrative Assistant and an Executive Director. Each position is budgeted at as part-time positions. The support staff provides the preparation for meetings, notifications, agendas, and minutes, maintains the growing amount of records and correspondence of the Commission, provides day-to-day contact with the approved charter schools, applicants, the media, citizens, other government agencies, legislators and interested parties.

B. The performance of all operating public charter schools overseen by the Maine Charter School Commission, according to the performance measures and expectations specified in the charter contracts:

The Charter Commission conducted a full-day comprehensive Interim Monitoring Review visit to each public charter school within the first 90 days of the school's operation. A report was generated and approved by the Commission. (The interim reports are attached to this document.)

A final year-end, Performance Monitoring Review was also conducted for each school. This included a presentation of the required data, as well as, a visit to the public charter school with interviews and observations. A report with findings was generated and accepted by the Commission. (This final report for each school is also attached to this document.)

In summary, the Commission is pleased with the performance of each school, the progress they have made, the excitement of the students and parents for the schools, the dedication and hard work of the schools' staff and, most importantly, the Charter Commission appreciates the success that the students achieved.

- C. The status of the authorizer's public charter school portfolio of approved charter applications, identifying all public charter schools within that portfolio as:
 - (1) Approved, but not yet open;

Baxter Academy for Technology and Science (September, 2013); Fiddlehead School of Arts and Science (September 2013); Harpswell Coastal Academy (September 2013).

(2) Operating;

Cornville Regional Charter School (Second year begins September 3, 2013);

Maine Academy of Natural Sciences (Second year begins September 10, 2013).

(3) Renewed;

Not Applicable

(4) Transferred:

None

(5) Terminated;

None

(6) Closed;

None

(7) Never opened;

None

D. The oversight and services provided by the Maine Charter School Commission to the public charter schools under the authorizer's purview:

The Charter Commission provides oversight of the authorized charter schools through an interim and end-of-year monitoring visit. Additionally, charter schools are required to provide information, periodically during the year, as well as, end-of-year data. A monitoring report schedule is provided to each charter school. (A sample of the monitoring schedule for Baxter Academy is attached).

In the past year, the Commission has held full-day interim monitoring visits to the Cornville Regional Charter School and to the Maine Academy of Natural Sciences. These full-day visits were held during the first ninety days of the opening of the school. The visit includes focus group meetings with parent representatives, teachers, administration, partners and students. The Team reviews data provided by the school, tours the school and observes classes and activities.

Representing the Charter Commission is a team of three Charter Members, assisted by Department of Education Special Education team members, as well as, the Charter Commission Executive Director. The three-member teams assigned to review an application continue to serve that public charter school conducting the monitoring and visits for compliance with the Contract, which includes the Application, Pre-Opening plan, Monitoring Plan, Performance Indicators and Closure Plan.

A report of the Monitoring Visit is developed, reviewed and accepted by the Charter Commission.

At the end of the school year, an annual on-site visit is conducted and a report is written. The process is similar to that conducted for the Interim Monitoring visit. The Review Team is measuring progress on the charter school's Performance Indicators - Exhibit B.

The Charter Commission conducts periodic visits to the schools during the year, unannounced and scheduled, as well as, email and telephone conferencing with school personnel. These are for the purpose of providing support to the schools, maintaining an awareness of the schools procedures and programs and responding to questions or need for information. As reports are received from the school during the year, they are reviewed and the records are retained.

Members of the Charter Commission were present:

- for the opening of schools to observe the beginning of the school year;
- attend any enrollment lotteries conducted by schools when enrollment declarations exceed the number of openings;
- pre-opening reviews will be held at each charter school approved for opening in September, 2013;
- The graduation ceremony at the Maine Academy of Natural Sciences, a noteworthy occasion, as the students awarded diplomas were the first charter school graduates in Maine.

The Chair of each school's review team maintains communication with each school throughout the year.

The staff of the Charter Commission provides assistance to each school when requested and communicated information to assist their progress.

E. The total amount of funds collected from each public charter school the Maine Charter School Commission authorized and the costs incurred by the authorizer to oversee each public charter school.

The Commission by law is allowed to receive 3%of annual per-pupil allocations received by each public charter school it authorizes. These funds must be used to cover the costs for the Commission to oversee its public charter schools.

The 3% amount received from the resident school districts was \$23,915, which will be used to pay the Commission per diem in FY 2014; as well as, fund professional development for the Commission and staff.

Professional development of the Commission and staff is to assure that the Commission in its operation adheres faithfully to the requirement of the Public Charter School Law that authorizers meet nationally recognized principles and professional standards

In Fiscal Year 2013, the Maine Charter School Commission received an allocation of \$102,903. The Commission expended from its budget \$91,763. (The FY 2013 expenditure report is attached.)

The monies expended were used to create and staff an office that supports the operational and oversight activities of the Commission.

Annual Report to the Commissioner 2012-2013 School Year By Maine Charter School Commission September 20, 2013

Attachments

- 1. Informational booklet for the Legislators.
- 2. Interim Monitoring Visit to Cornville Regional Charter School January 24, 2013
- 3. Interim monitoring visit to MeANS January 23, 2013 (Report Date: February 8, 2013)
- 4. Cornville Regional Charter School Monitoring Results June 2013
- 5. Monitoring Report Maine Academy of Natural Sciences August 2013
- 6. A sample of the monitoring schedule Baxter
- 7. FY 13 YEAR-TO-DATE EXPENDITURES (with FY 12 Actuals) AS OF JUNE 30, 2013

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Jana Lapoint, Commission Chair

For more Commission Information: <u>WWW.Maine.Gov/CSC</u>

MAINE CHARTER SCHOOL COMMISSION JANA LAPOINT, CHAIR

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Mail Address: 23 STATE HOUSE STATION, AUGUSTA, ME 04333-0023

Telephone: 207-624-6638 FAX: 207-624-6791

Established: 2011

Reference: Policy Area: 02 Education Umbrella: CHA 90 Unit: 668 Program: Z137

Citation: Title 20-A, section 2405

PURPOSE:

The Maine Charter School Commission was created by Public Law 2011, chapter 414, to authorize public charter schools in Maine. While the statute provides guidance on the content of applications that must be filed by charter school founders, it does not specify procedures for accepting and evaluating applications. As an authorizer of public charter schools, the commission may: solicit, invite, and evaluate applications from organizers of proposed public charter schools; approve applications that meet identified educational needs; deny applications that do not meet identified educational needs; create a framework to guide the development of charter schools; negotiate and execute sound charter contracts with each approved public charter school; monitor the performance and compliance of public charter schools; and determine whether each charter contract merits renewal or revocation.

ORGANIZATION:

The Maine Charter School Commission originated in October 2011. The commission consists of 7 members appointed by the state board for 3-year terms. Three members must be members of the state board, and those 3 members shall nominate the other 4 members who must be approved by a majority vote of the state board.

PROGRAM:

In addition to fulfilling its statutory obligations, the Maine Charter School Commission provides information to organizers of proposed public charter schools.

PUBLICATIONS:

N/A

Augusta ME 04333-0182 **182 State House Station**

Bob Kautz, Executive Director Richard Barnes, Commission Vice Chair Jana Lapoint, Commission Chair

February 2013

Application due no later than 5 p.m. June 29, 2012. RFP May 1, 2012 for School Opening 2012-2013 School Year

Application due no later than October 31, 2012. RFP August 31, 2012 for School Opening 2013-2014 School Year

							process.	**TBD — Contracts are in the negotiating process.	are in th	Contracts	**TBD - (
							*				
	Harpswell	TBD	2/5/13	0	_	4	ω	51		8	8/31/12
Fiddlehead (5/1/12 RFP)	Fiddlehead	TBD	2/5/13			87.					
								als	materials	1	Approvals -
1/12 RFP)	Baxter (5/1/12 RFP)	TBD	11/16/12 TBD		2		ental	with required supplemental	with red	9	*Conditional
2				*							
	MeAns	7/31/12	6/29/12								
	Cornville	7/31/12	7/17/12	*2	2	0	2	0	ω	9	5/1/12
,											
1			,		Hearing						
	i		Contract		Interview/	Hearing			apply	Intent	e
*		Date	ō	Approval	for	Interview/	- 2		not	of	2
loor	Charter School	Contract	Approve	Cond.	Approve	Deny to	Withdrew	Applications	Did	Letters	RFP

Commission Members:

Jana Lapoint, Chair, Falmouth

Richard Barnes, Vice Chair, Cape Elizabeth

Jim Banks, Sr., Portland;

John Bird, Spruce Head;

Shelley Reed, Wayne;

Heidi Sampson, Alfred;

William Shuttleworth, Lincolnville.

Glossary

RFP – Request for proposal, which contains statutorily-required elements. (90-668 Chapter 2)

available. (90-668 Chapter 2 Section 2 Subsection 2) component and a rubric to assess the quality of the application for use in the event that there are more applicants than charter school openings Currently, the next RFP is being drawn and the process being evaluated and fine-tuned, which will include a more in-depth informational RFP - Informational Meeting - After the RFP is issued an Informational Meeting is required to answer questions and to clarify

[Current cap is 10 public charter schools in Maine until 7/1/22. (20-A, Chapter 112, Section 2405 Subsection 9)]

than 15 days after the RFP is issued. The Commission shall acknowledge receipt of properly-filed Letters of Intent and shall post all such letters on the Commission's Website. (90-668 Chapter 2 Section 3 Subsections 1, 3) Letter of Intent — An entity that intends to submit an application in response to an RFP must file a Letter of Intent with the Commission not later

eligible to submit an application pursuant to Title 20-A Chapter 112 Section 2407, Subsection 2 or 3. The applicant will be notified of any errors or 668 Chapter 2 Section 4 Subsection 2) To date there have been no withdrawals/denials due to this review and subsequent request. omissions that prevent the application from being complete; the applicant has five business days to file the corrections with the Commission. (90considered a complete application, the application must include all information requested in the application (RFP) and must be filed by an entity Review for Completeness – This review is completed by the Commission Staff within 7 days of the submission deadline included in the RFP. To be

(Title 20-A, Chapter 112 Section 2407, Subsection 4, Paragraph A) Review Team and Review Process – Each application is evaluated by a Review Team composed of not more than 3 Commission members.

required in Title 20-A, Chapter 112 Section 2407 Subsection 4. Subsection C.1. published approval criteria and appears to demonstrate that the applicant is likely to open and operate a successful public charter school as The Commission shall determine whether the application appears to demonstrate the applicant's competence in each element of the Commission's The Review Team must provide written comment explaining the basis for each rating, which is presented to the full Commission

Chapter 2 Section 6 Subsection 1 and 2) the Commission shall arrange for an in-person interview and public hearing on the application before taking a final vote on the application. (90-668 If the Commission determines that the application "does not meet the criteria" set forth in 90-668 Chapter 2 Section 6 Subsection 1; it is denied or

Commission vote on applications -

approved and the deadline by which the changes must occur. *A decision to conditionally approve the application must set forth the specific changes that must occur in order for the application to be fully

A decision to deny must state the reason(s) for denial.

A decision to approve moves the Commission to negotiate a contract with the applicant. (90-668 Chapter 2 Section 8 Subsections 1 and 2)

Subsections 1 and 2) Contract – The contract must set forth the rights and responsibilities of the applicant and the Commission ... (90-668 Chapter 2 Section 9

were positive. done for Cornville Regional Charter School January 24, 2013, and Maine Academy of Natural Sciences - MeANS on January 23, 2013; the results Performance Framework - Monitoring visits for the contracted charter schools are the next responsibility of the Commission. Interim visits were

Public Charter Schools in operation beginning 10/1/12:

Cornville Regional Charter School 783 Beckwith Road, Cornville 04976 Justin Belanger, Executive Director 474-7812 Grades K-6

Glenn Cummings, President-Executive Director 838-7705 Grades 9-12 Maine Academy of Natural Sciences – MeANS PO Box 159 Hinckley 04944 (15 Stanley Road, Hinckley)

Public Charter Schools currently negotiating a contract with the Commission:

John Jaques, President 318-8248 Baxter Academy for Technology and Sciences 6 Mann Road Freeport 04032 (54 York Street, Portland Grades 9 and 10: 2013-2014 and incrementally increasing to Grades 9-12.

Grades Pre-K - 5 Jacinda Cotton-Castro, Executive Director 657-2244 2013-2014: Grades Pre-K, Kindergarten, and 1 and incrementally increasing to Fiddlehead School of Arts and Sciences PO Box 1689, Gray 04039 (55 Shaker Road, Gray)

John D'Anieri, School Design Consultant 233-6125 Grades 6 and 9: 2013-2014 and incrementally increasing to Grades 6-12. Harpswell Coastal Academy 90 Neil's Point Road, Harpswell 04079 (Merriconeag Grange at 529 Harpswell Neck RoadHarpswell)

Maine **Department of Education**

Maine's Public Charter School Law Title 20-A, chapter 112 (§§2401-2415)

Authorizers Maine Charter School Commission Funding of authorizers	Authorizers A public charter school can only be authorized by one of the following "eligible authorizers" • A local school board; • A group of local school boards that forms a collaborative; or • The Maine Charter School Commission (MCSC), created in the law • The MCSC is a 7-member board, appointed by the State Board of Education (SBE). • 3 members must be members of the SBE; 4 others must have diverse backgrounds • The Joint Standing Committee on Education and Cultural Affairs must review the 4 non-State-Board members and make recommendation to the Board before the Board appoints those 4 members • Only the MCSC can authorize a virtual charter school • In the first 10 years of the charter school program, the MCSC may only charter 10 schools; there is no limit on the number of charters that may be issued by other authorizers To fund its activities, an authorizer may: • Use its own resources, seek grants and establish partnerships; and • Charge up to 3% of per pupil allocations sent to the public charter schools it authorizes
Authorizer issues a Request for Proposals (RFP) to invite charter school applications Approvals required for conversion of noncharter public school	 An eligible authorizer that wishes to charter one or more schools must issue an RFP to invite and guide charter school applications. The RFP: Must set forth the authorizer's vision and the performance framework May prioritize schools for at-risk students, or encourage specific academic approaches Must set forth the criteria and standards that the authorizer will use to approve or deny applications Must lay out what's required in the application: including how to demonstrate capacity, and requirements for the school's vision, governance plan, plan of organization, finance, student policy, academic program, and staff policy If the proposal is to convert a noncharter public school into a public charter, the RFP must require submission of petitions by a majority of teachers and parents; if the school to be converted is the only public option in the school unit, the conversion must also have approval of a majority of school unit voters

	A decision of the second of th
	Must require information about any likely contract with an education
	service provider
Organizers, founders of a charter school	A person or entity that seeks a charter to operate a public charter school is referred to as an "organizer" or "founder." An organizer or founder must be a nonprofit, nonreligious organization.
Application to open a charter school	An organizer may submit an application for a charter only to an authorizer that has issued an RFP. The application must contain the information required by the RFP
	An authorizer must make a decision about approval or denial of an application within 90 days of its filing, based on procedures, practices, and criteria consistent with nationally recognized charter-authorizing standards. If an application is denied, the applicant may reapply or apply to a different authorizer. Decisions must be made in writing.
Charter Contract	Once an application is approved, the authorizer negotiates a contract with the governing board of the organization that proposes to open the charter school. The charter sets forth the performance expectations and measures and administrative provisions.
	A contract for a virtual charter school also sets forth tailored oversight and monitoring provisions
Students	 All students residing in Maine are eligible to attend a charter school The charter school may limit enrollment to students of specific ages or grade levels Charter schools may not discriminate against students based on race, ethnicity, national origin, religion, gender, sexual orientation, disability, income level, limited English proficiency, or academic or athletic ability If student interest exceeds the capacity of a program, class, grade level or building, students must be selected by a random method From a school administrative unit with fewer than 500 students, the charter school may not enroll more than 5% of a grade level of that SAU for the first 3 years of operation of the charter school; for school administrative units with 500 or more students, the limit is 10% per grade level Charter school must give preference to its prior year students and to their siblings. A charter school may give preference to the children of charter school founders, board members and full-time staff, but not more than 10% of student body If the charter school is a conversion of a noncharter public school, it

	must give preference to children who reside in the attendance area of the noncharter public school
Academic accountability	The public charter school performance framework, developed by the authorizer, sets forth indicators for student academic proficiency, growth, attendance, postsecondary readiness, and other measures. Authorizers must oversee and evaluate their charter schools' performance. The charter school and the authorizer must set annual performance targets.
Extracurricular activities	Students at a public charter school have the right to participate in extracurricular and interscholastic activities not offered by the charter school to the same extent, and subject to the same requirements, as noncharter public school students. The noncharter school may require the charter school to pay a portion of the cost of providing those activities in which the charter school students will participate.
Charter school oversight	 The authorizer of each charter school must Collect, analyze and report data from student assessments; Monitor performance and legal compliance of public charter school; Conduct ongoing evaluation of the school according to the charter contract; Notify the charter school of any perceived problems and provide reasonable opportunity for the school to remedy problems; Make decisions about renewal of charter application
Applicability of laws to charter schools,	 A charter school is subject to all federal laws and authorities Charter schools are subject to the same civil rights and health and safety requirements as other public schools Students are subject to the same student assessment and accountability requirements as noncharter public school students School governing boards are subject to the Freedom of Access law and laws against conflict of interest A charter school is exempt from all other statutes and rules applicable to public schools, school boards or SAUs A charter school may not engage in religious practices in its educational programs, admissions, or employment policies or operations Teachers must comply with federal regulations regarding teacher qualification, but a teacher who becomes certified within 3 years of hiring and a teacher with professional expertise in a subject may teach at a public school without state certification
Special education in charter schools	A public charter school authorized by the Charter School Commission is responsible for special education for all students attending the public charter school, and is subject to federal and state requirements

e a	For a public charter school authorized by a school administrative unit (SAU),
	the authorizing SAU is responsible for special education in the charter school
Funding of	The School Administrative Unit where an attending student resides must
charter	transfer to the charter school the following amounts:
schools	w w
	 The per-pupil allocation attributable to each specific student (based on grade level, and including any enhanced count for economic disadvantage, Limited English proficiency and special education status); and
	 All or a portion of the resident SAU's average per-pupil transportation cost, depending on the level of transportation service provided by the charter school to that student
4	The Department of Education pays directly to a charter school:
	 Excess costs due to a high-cost in-district special education placement
	Eligible gifted and talented program costs
21	Federal funds for which the charter school may qualify
	- reacturity without the charter series imay quality
Role of the	The Department of Education:
Department ·	Disseminates information
of	Establishes policies and standards for authorizers, and may provide
Education	technical assistance
•	 Applies for, and appropriately distributes, federal charter school grants Adopts major substantive rules as needed to implement the law Provides 4-year reports on public charter schools to the Governor, the Legislature and the public
I .	

Maine Charter Commission Approves Two New Charter Schools

The Maine Charter School Commission has the responsibility to approve up to 10 public charter schools in the State in ten years. Tuesday, the Commission met to consider two applications for a public charter school.

Each application was reviewed by a team of Commission members and was reviewed for its education plan, the proposed organizational and operational plan, and its governance, business and financial information. The review teams made recommendations to the full Commission regarding each application as to whether it appeared to demonstrate their competence in each element of the Commission's approved criteria. The applicant also had to demonstrate that they were likely to successfully open and operate a charter school.

The application for the proposed Harpswell Coastal Academy was approved by the Commission and moved to contract negotiations. The Review Team commented that their plan will incorporate a vast array of practical life principles woven into their education plan and utilize the ocean, wetlands and farmlands as a central aspect of the school's resources. The first year enrollment for the school will be a total of 60 students in grades 6 and 9. The school in five years will encompass grades 6 through 12.

The other application approved was the proposed Fiddlehead School of Arts and Sciences in Gray, Maine. The Commission review team reported that Fiddlehead brings strong academics, innovation, strong parent organization, capable staff, and the skills and capacity to create a successful charter school. Their program will be based upon the Reggio Emilia philosophy with place based multiple intelligences, art integration, and inquiry based learning. Fiddlehead will open with an enrollment of 30 students in grades pre-kindergarten and grade 1. In five years it will reach a total of 90 students through grade five.

Maine Charter School Commission Chair Jana Lapoint in reflecting on the Commission's action today said, "Decisions for approval or denial of an application requires a rigorous review as the ultimate responsibility of the Commission is to ensure that a quality education is provided to all students attending a public charter school. Today's approval of these schools is good news for the State of Maine as it provides additional choices for parents as they seek an education that best meets their child's individual needs and learning style. These two programs can serve as an alternative model of learning that other schools might consider and replicate. They join three other schools that have been previously approved."

The Maine Charter School Commission law has been recently commended by the National Alliance for Public Charter Schools as second in the nation for requiring best practices that support charter school success. The Maine law was specifically commended for the four components of quality control: transparent charter application, review, and decision-making processes; performance-based charter contracts; comprehensive charter school monitoring and data collection processes; and, clear processes for renewal, nonrenewal, and revocation decisions.

Interim Monitoring Visit

Cornville Regional Charter School

January 24, 2013

Interim Monitoring Visit to Cornville Regional Charter School

January 24, 2013

Site Team Members: Shelley Reed, Jim Banks, Robert Kautz, MCSC Executive Director Special Education reviews from Maine Department of Education Cynthia Bernstein, and Misty Favreau. Absent due to family emergency Jana Lapoint.

Brief overview of the visit:

Site team members were taken on a tour of the school and visited every classroom, the library area, gym/cafeteria area, and office. While touring members were able to speak with students and teachers.

Meeting time was spent with Justin Belanger the Executive Director, Jean Walker Board member, Jodi Tosher Towle, Vice Chair of the Board and the Principle Bill Crumley. Special education review members met with the special education teacher and then met with the other site team members.

Documents provided to team and reviewed prior to visit:

- Assessment protocol(response to 1.a)
- First and Second quarter Financial Report (1.c)
- Enrollment by district (1.d)
- Responses to 1.e preopening plan, 2B. Special education services 2.c Student attendance

Summary comments on the Team's visit:

Observations:

- 1. The school was well prepared for the site team visit providing documentation on Status update for assessment protocol, professional development, plan for parent engagement, survey for parent feedback, student interest groups, partnerships and outreach, school activities, payment template, budget reports, curriculum outline for agricultural science, potential grants, parent and student handbook, staff handbook, contract for services with Spurwink Center, contract for transportation services with Poland's Bus Services, listing of emergency contacts, food service plans with local growers.
- Cornville Regional Charter School rates substantially underway or completed in all designated review categories and under development or in progress in the academic areas to be reviewed in the spring.
- 3. The Board is making adjustments as needed to aid in fulfilling the mission and vision such as bylaw and assessment work.
- 4. The Charter school is financially stable and has a projected \$20,000 surplus for the end of the school year. They have not needed to use the line of credit and in fact are just now going to the bank to secure the funds.

- 5. The Board is developing a facility maintenance plan projecting financial savings by improving the heating system, replacing the roof.
- 6. The special education review brought out that the transition IEPs for the children entering the school were working out, noted one student's special education needs were reduced due to the conducive learning environment, and that the supports in place for students were amazing.
- 7. Breakfast and lunch are currently being provided for those students whose families are unable to provide nutrition and Cornville continues to investigate locally sourced food to fulfill the food plan in the contract.
- 8. In the spring as academic proficiency and growth data is available start thinking about plans for more growth, addressing gaps and proficiency, and the professional development training that will be needed to make adjustments.
- 9. The Cornville Regional Charter School is attracting students who have not been successful in previous educational settings. The school needs to be prepared for more special education students requiring more resources.

Note: attached: Summary of Performance Indicators January 24, 2013 site visit

Summary of Performance Indicators - January 2013 site visit Cornville Regional Charter School

Not yet documented/	Inder	Sinctantially
or begun	development/ in progress	underway or completed
	ongoing development	
	Establishing baselne through	
	ongoing development	
		94 % student attendnce
N/A		
N/A	-	,
		Demonstrated financial stability
¥		with an estimated \$20,000 surplus at year's end
		Principal reports regularly to
		parents, monthly to oard, financials
131		reported by executive director.
		Board involved in
		decisions, review of academic
,	,	performance and maintenance of
	Student Academic Proficiency Student Academic Growth Achievement Gaps in proficiency and growth between major student subgroups Student Attendance Recurrent Enrollment from Year to Year Postsecondary readiness (for HS) Financial Performance and Sustainability Governance Board Performance and Stewardship	N/A N/A

Summary of Performance Indicators - January 2013 site visit Cornville Regional Charter School

n Support of Program	the Parent survey			
n Support of Program	out of 43 returned			
n Support of Program	held;37 families	×		
n Support of Program	cher conference			
n Support of Program	Parent/student/tea			Parent and Community Engagement
n Support of Program	responsible			
n Support of Program	be respectful, be			
n Support of Program	safe, be positive,			
n Support of Program	code posted Be			
n Support of Program	ic youth.Guiding			
n Support of Program	engaged,enthusiast			
n Support of Program	indicated			
	conversations			School Social and Academic Climate
	Student			
	replacement			-
	window			
	funds for roof and			
	and looking at			
	for heating system			
	seeking out bids	,		
conversations with board members Board making	facility plans		-	Adequacy of Facilities Maintenance in Support of Program
conversations with board members	Board making			
conversations with	board members			
	conversations with			
school per	school per			

Interim Monitoring Visit

Maine Academy of Natural Sciences "MeANS"

January 23, 2013

Interim monitoring visit to MeANS January 23, 2013 (Report Date: February 8, 2013)

To: Glenn Cummings, Exec. Director, MeANS Troy Frost, Co-Principal, MeANS Emanuel Pariser, Co-Principal, MeANS

From: Richard Barnes, Review Team Chair, Maine Charter School Commission

Site Team members: Richard Barnes, Heidi Sampson, William Shuttleworth; Bob Kautz, MCSC Exec. Director; Nancy Connolly and Cindy Bernstein, representing the Div. of Special Education at MDOE.

Brief overview of the visit:

Throughout the day we met with several representatives from MeANS:

- Bob Tardy, Governing Board member, for MeANS and Good Will Hinckley
- Glenn Cummings, President of Good Will Hinckley and Exec. Director for MeANS
- Emanuel Pariser and Troy Frost, Co-Principals of MeANS
- Sheri Dodge, Bus. Mgr, MeANS
- Stephanie Jannenga, Special Education, MeANS
- Heather ____, Development Director, MeANS
- Brenda Poulin, educational technician
- Jeff Chase, Agricultural specialist/teacher
- Food service staff and several students, both in a formal Q and A and in informal classroom or lunchroom settings
- A parent

The Team had an overview orientation and presentation by school administrators and Board member Bob Tardy. We were given a tour of the campus, including classroom building, lunchroom area, and some of the locations for the school's natural science and agricultural activities. During this time we had brief informal interactions with several students. After lunch we had an opportunity to interview students, two teachers, and a parent.

We reviewed several documents provided by MeANS prior to or on the date of our visit:

- Enrollment report by SAU
- Attendance report
- Gallup student poll results
- Protocol for MeANS assessment plan
- TABE results and analysis (baseline assessment data)

Summary comments on the Team's visit:

The Team was very impressed with the candor with which the school leaders and staff spoke about the challenges facing MeANS in the future as well as its successes to date. We offered the following commendations and recommendations to the MeANS board and staff as the highlights of our interim visit report:

Commendations

- 1. The staff and student relationships, and the overall school climate are strong. The school's embodiment of its professed "core values of respect, responsibility and service to the community" was apparent throughout our visit. Students were uniformly positive about their experience at the school.
- 2. The integration of an agriculture focus in curriculum with the emphasis on local food in the excellent food service program presents a strong statement of values in action.
- 3. The strong integration of project based learning with core academic standards, although it remains a work in progress, is apparent in the classrooms.
- 4. There is a strong emphasis on maintaining continuous communication with parents, whether the student is a day commuter or a weekday dorm student.
- 5. The school staff and administrators are very aware and forthcoming about the challenges that still lay before the school in such diverse areas as student recreational opportunity, substance abuse prevention, meeting special education needs and continuing to work on the staff's understanding and mastery of standards-based teaching.
- 6. One student's comment during our interview (and badly paraphrased here) struck all of us on the team as summing up our impressions for the day: "I had never thought that it would matter to me if a teacher showed any care or interest in me as a student—until I [arrived here] and found one who actually did."

Recommendations:

- 1. That the school work to improve the staff's understanding of and establishment of proficiency standards for all students. We recommend that the MeANS faculty join one or more professional development consortia operating in your area that are working on such standards and to continue comparing your student work products in the classroom with exemplars available from MDOE and other sources. The Commission will expect to see a professional development plan in place by June, 2013 for the MeANS staff to meet its stated goals on standards-based graduation requirements.
- 2. We encourage the staff to have the students focus on classroom cleanliness and order to the same degree as occurs in the cottage dormitory program.
- 3. Review the school's level of emphasis on technology use, especially with regard to interconnectivity with the Internet through student access to wi-fi.

- 4. Be prepared to give the Commission a more detailed update on the school's plan for meeting expected future needs and costs for providing special education services, provision for future of the residential program, and fundraising for a new, expanded classroom building for academic programs. (See also the interim report from the Division of Special Education sent separately.)
- 5. Although not noted in our verbal report-out, we have subsequently discovered that one key staff member, given her present status as an Ed Tech III, may not be eligible to become a fully certifiable teacher as required by the law (sec. 2412.6.B). Many Ed Tech IIIs appropriately serve in relatively independent roles as instructors, and our review team does not question her competence as an instructor for her students. However, MeANS is not presently in compliance with its contract, and will not be in compliance until it creates a more formal arrangement with a teacher or teachers of record who meet the state qualifications for a "highly qualified/highly effective" teacher in the affected content area(s). Steps must be taken immediately to correct this oversight. We request a report back within 10 days as to your plan to address this, both in the immediate future and for the longer term. (This concern is separately noted in the report from Jan Breton in regard to the Special Education program.)

PLEASE NOTE: The above report is "interim" in nature, and is intended to be informative for both the Commission and the MeANS Board and staff. It is not an official site visit report and is not to be considered a part of the permanent file for the contract.

This report was shared in a telephone follow-up conference call between the undersigned Review Team leader and the Co-Principals, Emanuel Pariser and Troy Frost on Feb. 6, 2013.

Submitted by,

Richard Barnes February 8, 2013

Attachments:

1. Summary checklist from interim monitoring visit

Summary of Performance Indicators - January 2013 site visit

	Financial Performance and Sustainability	Postsecondary readiness (for HS)	Recurrent Enrollment from Year to Year	Student Attendance		Achievement Gaps in proficiency and growth between major student subgroups	Student Academic Growth	Student Academic Proficiency	Indicator	
		There is a senior class, their status is unclear.	NA						Not yet documented/ or begun	
	See concern noted in narrative	Several students are taking KVCC courses		progress A good system in place	proficiency and growth are in	The curriculum is highly individualized—	students Baseline data gathered	First cut at setting benchmarks— TABE scores on	Under development/ in progress	
Governance								, ,	Substantially underway or completed	

committees are in place—MCSC will check on this in April.

Governance Board Performance and Stewardship

	Adequacy of Facilities Maintenance in Support of Program	
renovate a	underway to	Fundraising is

Fundraising is underway to renovate a permanent classroom building

permanent classroom building

Very positive social climate.

Weekly parental contact from the co-principals.

Parent and Community Engagement

School Social and Academic Climate

Cornville Regional Charter School

Monitoring Results

June 2013

1. Introduction				
The Cornville Regional Charter School	ol was the first charter school to op	en in Maine in the Fall of 2012. CRO	The Cornville Regional Charter School was the first charter school to open in Maine in the Fall of 2012. CRCS received notification of official status as a charter	as a charter
school on July 31, 2012. It opened its	doors on October 1, 2012, with 60	Grade K-6 students and will work to	school on July 31, 2012. It opened its doors on October 1, 2012, with 60 Grade K-6 students and will work towards serving students K-8 by 2014. Cornville is	ornville is
located in central Maine and is made	up of approximately 1,300 resident	ts and is adjacent to Skowhegan, Ca	located in central Maine and is made up of approximately 1,300 residents and is adjacent to Skowhegan, Canaan, Solon, East Madison and Athens. Students	s. Students
at the school come from 11 neighboring towns. The Charter school is designed to deliver:	ng towns. The Charter school is de	esigned to deliver:		
proficiency-based education in language arts and math through personal learning plans for each st	guage arts and math through perso	onal learning plans for each student;	3:	
connect learning across discipline, subject area and grade level through project-based activities;	subject area and grade level throu	ugh project-based activities;		
provide a place-based education that utilizes local, natural, historical, civic and agricultural resources;	nat utilizes local, natural, historical,	civic and agricultural resources;		
social curriculum for building a safe, respectful environment; and	e, respectful environment; and			
involve parents as partners in their children's education	children's education.			
2. Process for monitoring charter achoor	SCHOOL			
The Maine Charter School Commission established a visiting review team of three members accompanied by the MCSC Executive Director,	on established a visiting review tea	ım of three members accompanied l	by the MCSC Executive Director,	
Department of Education Special Education personnel.	1	The Commission team conducted two announced on-site visits in January and June	on-site visits in January and June,	No.
one unannounced site visit and a paper audit of documentation. Additional data is available from the	er audit of documentation. Additio	nal data is available from the Maine	Maine Department of Education website.	
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July 15, 2013

Cornville Regional Charter School Monitoring Results

0017 10, 10.0		Monitoring results				unc 20, 2013
Indicator	Measure	Target negotiated in contract with Charter School Operator	Evidence presented as part of the monitoring plan	Meets Contract Agreement	Partially Meets	Does not Meet
3 a. Exhibit B condensed				-		
Proficiency	State Assessments	proficiency level will increase	Commission will ask	Year 1		
	* Proficiency Level on	every year by 3% on NECAP	for a 6-month update		7	
	school-developed	in Reading and Math.	on its plan.	Available		
	assessments			2013 Fall		
		* NWEA to be given pre and post	Data will be submitted			
		midterm for struggling	annually thereafter.			
		learners to show 3% increase.				
		* Local assessment to include				
		DRA administered 2 times a		×		
		year and unit tests for Math				
		based on MLR/Common Core				
		Standards.				
Student Academic Growth	* Value added nationally	* 80% of the students will achieve	In Year One, the	Benchmarking	×	
	normed individual and	mastery of all their PLP	school will submit	Year 1		
	group assessment or	performance indicators	its plan within 6			
	equivalent for English and	demonstrating advancement/	months of opening.			
	Math	growth.				
		10% will achieve 75% mastery	The Commission will			
2	* Established benchmarks	of their PLP performance	review the school's			
	for each student	indicators.	reports annually			
		10% will achieve 50% mastery	thereafter.			
	* Place-based Rubric	of their PLP performance				
	specific to charter school	indicators.	A major review to be			
			completed in the			
			Year 3.			
						2 of 17

July 15, 2013

Cornville Regional Charter School Monitoring Results

3 a. Exhibit B condensed						
	Measure	Target negotiated in contract with Charter School Operator	Evidence presented as part of the monitoring plan	Meets Contract Agreement	Partially Meets	Does not Meet
Achievement Gaps in	* Gaps in proficiency and	* Goals for gap closure include	Annual Reports	Benchmarking		
proficiency and growth	growth between major	charting population to identify		Year 1		
between major student	student subgroups	subgroups and establish a goal	P			
subgroups		of 4-5% growth.				
		* Agreement to review goals				
		annually with authorizer.				
		* State data will be used as				
		comparison.		-		
Ottodost Attondosco	* > > > > > > > > > > > > > > > > > > >	* MIDNAG OCC+OSS FOR SOSSIFIED		<		
	rate	data	systems to be done			
	* Individual student attendance	* Targets established at 94%	within 6 months of	2	- 1	
	rate	attendance	opening.			
	* Unexcused absences	* Create process for working		34		
		through student unexcused and	Annual reports			
		excessive absences	thereafter.			
		* School data to be compared			ā	
		with state average and for				
		"comparison band" schools.				
Recurrent Enrollment from	* Student re-enrollment from one	* Enrollment records.	MCSC to receive	×		
Year to Year	year to the next	* 90% recurrent enrollment	reports sent to each			
	* Continuous enrollment of	target.	school district in			7
	students for multiple years	* Establish exit interview to	accordance with the			
		determine cause for not	statutory requirements.			
		re-enrolling.				
Postsecondary Readiness	* Not appropriate as this is a	Not applicable	Not applicable			
for high schools	K-8 School.					
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3 a. Exhibit B condensed		2				
Indicator	Measure	Target negotiated in contract with Charter School Operator	Evidence presented as part of the monitoring plan	Meets Contract Agreement	Partially Meets	Does not Meet
					F	
Financial Performance	* Budget versus actual revenue	*School will produce monthly	Annual audit by a	×		
and Sustainability	and expenditures	financial reports and evidence	qualified CPA or			
	* External audit reports	that reports are reviewed by	public accountant			
		governing board monthly through	licensed by the Board			
		agenda item.	of Accountancy.			
		* When monthly financials vary by				
		more than 5% item is flagged for	Copies of quarterly			
1		special governing board	reports to the operator's			
		consideration.	board will be sent to			
			MCSC.			
Governance Board	* Public Accountability-	* Governance Board meetings to	MCSC interviews with	×		
Performance and	transparent, responsive and	be held monthly.	the Board Chair and			
Stewardship	legally compliant Board	* Application shows evidence of	school leadership done			
	operation	bylaws and policies in place and	within 6 months of			
	* Oversight of school leadership	are regularly reviewed.	contract.			
	team	* Governing Board membership				
		to be increased to 7 members.	Annually thereafter.			
Adequacy of Facilities	* Actual facility cost	* Daily cleaning logs to be	First review within 6	×		
Maintenance in Support of	* Room utilization	maintained.	months of opening.			
Program	* Cleanliness of facility	* Quarterly Building Committee				
	* Maintenance request log	meetings to monitor facility and	Annual review			
	* Capital improvement plan	capital improvement plan.	thereafter.			
Transportation and Food	* As planned in the application	* As outlined in the application	First Year: 6-month	×		
Service	and approved contract	2 routes for pick up.	report.			
		* Transportation provided by				
		Donn Poland, a certified bus	Annually thereafter.			
Continued next page:		provider.				
		* Continue to explore drop-off and				0
		pick-up sites in catchment area.				4 of 17

3 a. Exhibit B condensed						
	Measure	Target negotiated in contract with Charter School Operator	Evidence presented as part of the monitoring plan	Meets Contract Agreement	Partially Meets	Does not Meet
Transportation and Food		* Year 1 breakfast and lunch		-		
Service continued		offered only for students who				
		need food service.				Y
		* Food options and wellness				
		offerings to be continuously				
		explored.				
School Social and Academic	* Instances of bullying, harrass-	* The school will maintain the	Governing Board to	×		
Climate	ment or other abusive practices	same state and federal reporting	review and approve the			
	* Confidential surveys of parents,	requirements as for public	survey form. MCSC			-
	staff and students regarding	schools.	may require revisions			
	social and academic climate	* School will participate in the	in the form if found			3
	* Emotional/social growth of	state student climate surveys;	inadequate.	,	12	
	students	data compared with comparison	÷			
		schools.	Parent and student			
		* Survey to be developed to	survey - results to			
		measure parent/student/	Governing Board and	T.		
		community feedback.	MCSC annually.			
Parent and Community	* Partnerships	* Goal is to have all families	See previous	×		
Engagement	* Communications systems	involved in the school community	column.			
	* Parent participation in their	in ways that are meaningful to				
	children's education and in	parents and the school therefore				
	operation of the school	seek 80% parent participation.				
		* Involvement noted in school		15		
		handbooks for parents and				
		students				
		* Plan for parent conferences				
		established and records				
Continued next page:		maintained				
						5 of 17
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Sa. Exhibit B condensed Measure Target negotiand in contract Edidance presented as with Charler School Operator Part of the monitoring Agreement Meets Part ally Does not with Charler School Operator Part of the monitoring Agreement Part of the monitoring Part							
Measure ITarget negotiated in contract with Charter School Operator part of the monitoring Agreement Measurement provided to parents and community members throughout the school year with capacity for them to add additional activities. Record kept of volunteer and parent participation.							
* List of engagement opportunities provided to parents and community members throughout the school year with capacity for them to add additional activities. Record kept of volunteer and parent participation.	Indicator	Measure	Target negotiated in contract with Charter School Operator	Evidence presented as part of the monitoring plan	Meets Contract Agreement	Partially Meets	Does not Meet
provided to parents and community members throughout the school year with capacity for them to add additional activities. Record kept of volunteer and parent participation.							
community members throughout the school year with capacity for them to add additional activities. Record kept of volunteer and parent participation.	Parent and Community		* List of engagement opportunities				
the school year with capacity for them to ad additional activities. Record kept of volunteer and parent participation.	Engagement continued		provided to parents and				
the school year with capacity for them to add additional activities. Record kept of volunteer and parent participation.			community members throughout				
for them to add additional activities, Record kept of volunteer and parent participation.			the school year with capacity				
activities. Record kept of volunteer and parent participation.			for them to add additional				
and parent participation.			activities. Record kept of voluntee	<u> </u>			
	-		and parent participation.	8			
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6 of 17							
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3 b. Summary of Performance Compliance by Indicator	npliance by Indicator			
Indicator	Meets	Partially Meets	Does not Meet	
	Contract Agreement	Contract Agreement	Contract Agreement	
Student Academic Proficiency	Benchmarking Year 1			
		<		
Studelit Acadellic Growth	Delicillarking real	>		
Achievement Gaps in	Benchmarking Year 1			
proficiency and growth				
between major student				
subgroups				
Ott. José Atérnalisa	<			
Recurrent Enrollment from	×			
Year to Year				
Postsecondary Readiness	Not applicable			
High School only				
		,		
Financial Performance and	×			
Sustainability				
Governance Board Performance	×			
and Stewardship				
	<			
Maintenance in Support of				
Program				
School Social and Academic	×			
Climate				
Daront and Community Insurance	<			
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Cornville Regional Charter School Monitoring Results

4. Evidence and Documentation				
Performance Measure	Documented Evidence	Interview/Focus Group	On-site Observation	
Student Academic Proficiency	Winter 2012/Spring 2013	Administration cites:		
	NWEA results Grades K-6	* Adequate DRA Results		
	48 out of 61 students in Math	* Outstanding Saxon Math Results		
J	showed growth.	* Stand-out DPVA Results.		×
	31 students made progress in			
	Reading.	NECAPs given 8 days into school		ē
,		not reflective of the new charter		
	Fall NECAP Results	school, but can be a baseline.		
	Fall 2012/Spring 2013	Overall CRCS felt that reading		
DRA -	Developmental Reading Assess.	scores showed inadequate growth.		
	95% of students made progress.			
	Eall 2012/Minter 2013/Spring 2013	5		
DPVA -	Developmental Place Value Assess	SSS		
·	Math for K-4			
	v			
Saxon -	Fall 2012/Spring 2013 Saxon			
	Math Grades 5-6			
	100% made significant progress.			Th.
			*	
Student Academic Growth		school currently collecting data on		
		individual student growth on PLP.		
Achievement Gaps in	Do not have data.			
proficiency and growth between	,			
major student subgroups				
Student Attendance		OF 60%		
Recurrent Enrollment from	Recruitment Enrollment from	Stated robust with target of 90	Review of budget documentation	
Year to Year	Year-to-year list of returning	students enrolled fro 2013-14.	show surplus/carry-over funds.	
	students.			8 of 17

4. Evidence and Documentation				
Performance Measure	Documented Evidence	Interview/Focus Group	On-site Observation	
Postsecondary Readiness	Not applicable.			
High School only	2.0			
		Budget shows commitment to	Individual Roard Members	
Sustainability	-		demonstrated positive	
	School-year Line Budget.		interaction and respect	
			for one another during	
Governance Board	By-laws, Meeting Minutes.	Best Practices document has	the focus group time.	
Performance and		been drawn up for the purpose of		
Stewardship	Best Practices document.	creating operating principles to		
		sustain high performance.		
5		open and honest dialogue, work		
		well together and, consciously, put		
		students first in making decisions.		
		Have developed procedures for		
		subcommittee and whole Board		
		work.		
		Board Members take on unique		
		roles for facility, fundraising,		
		volunteer coordination and		
		financial management.		
				9 of 17

		9		
4. Evidence and Documentation				
Performance Measure	Documented Evidence	Interview/Focus Group	On-site Observation	
Adequacy of Facilities	Maintenance Report.	The heating system was moving		
Maintenance in Support of		forward at 6-month monitoring		
Program	"School building overall in	visit. Later was placed on hold		
	good condition."	by the Governing Board due to		
		unsure state legislation.		
	"up to industry standards to be	Review Team expressed hope		
	used as a public school	that CRCS would be able to	-	
* CRCS Capital Improvement Plan	building." (p 2*)	move forward balancing costs		
Section 1.		with long-term efficiencies.		
	for a bio mass or pellet system			
	rather than oil.			
School Social and Academic	Student and parent survey	Behavior on the bus emerged	Teachers, students	
Climate	results.	as issue addressed through	principal, executive	
		parent and student discussions	director all interacting	
	10 Question Parent Survey.	and placing monitors on the	in positive ways.	
	33 responses.	bus.		
	Highest possible score: 165.	Monitors placed in budget for	Student work in	
	All 10 questions scored 140-157.	2013-14.	hallways.	
	On a 5 point scale the Top 3			
	scores:		Next to last day of school,	
	* Parents feel welcome and		classrooms empty for	
	respected.	-	summer.	
8	* There is an atmosphere of			
	open communication at CRCS.		All student hand tree	
	* They would recommend this		posted in the lobby.	
	school to other parents.			
	10 Question Student Survey.			
	50 students responding.			
	Responses: Agree or Disagree or	I don't know.		
Continued next page:	Top scores unknown.			
	* I like student interest groups.			
	* I would recommend this school to other students	to other students.		10 of 17

On-site Observation

Special Education Year-end Reporting	ting		
Criteria/Reference	Evidence	June 30 Status	
Admission requirements	General description of program, mission of program,	Received	
20-A MRSA § 7204 (4) (A)	disability groups served and/or grade levels served by report		
Muser XII.1.A (1) a	listing all students requiring special education and their		
	disability category.		
Assistive Technology	Annual report documenting the requirement of the public agency	Received	
34 CFR	to ensure that assistive technology devices or services, or both, as		9
Reg. 300.105	those terms are defined in 300.5 and 300.6, respectively, are made		
	available to a child with a disability if required as part of the child's		
si,	(1) special education; (2) related services or (3) supplementary		
	aids and services.		
Non-Academic Services	Annual report of provision of supplementary aids and services	Received	
34 CFR	determined appropriate and necessary by the child's IEP Team		
Reg. 300-107	to provide nonacademic and extracurricular services and activities		
	in the manner necessary to afford children with disabilities an		
	equal opportunity for participation in those services and activities.		
Routine Checking of Hearing	Documentation that hearing aids and external components of	Received	
Aids and External Components	surgically implanted medical devices worn in school by children		
of Surgically Implanted	with hearing impairments, including deafness, are functioning		
Medical Devices	properly subject to paragraph (b) (2) of this section.		
34 CFR			
Reg. 300.113			
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Administration reported that there are huge success stories with special education students. Childre behavioral and social gains. Based upon data, CRCS will be hiring special education techs to meet the needs of students with be Based upon the review of student results, CRCS is building internal literacy capacity in reading and Using data to address math needs, the administration and teachers worked together to choose the in the 2013-2014 school year with supportive training.	Cornville Regional Charter School has met special educat	Facility maintenance discussion focused on improvements to the heating system that had been pursued at the time of the 6-month monitoring visit. Board placed the purchase on hold due to the uncertain results of legislation. Due to the long range projection of financial savings, as well as balancing academic program needs and facility needs, the Review Team expressed hope that the charter school would be able to move forward an the existing system.	The second secon			
avio avio ed u ed u ed u ed u	nvill	rd p	dent nool	nvill	rent	Commendations The school was was board members,
pon pon pata t	e Re	mair lace	Atte	e Re	s sho are	hool
on rund s data data data data data data data d	egio	nten: d th	enda ial a	egio	no	was
epor socia a, Cl	nal (ance e pu emic	nd a	trar nal (d str	s we
reported that social gains ta, CRCS wita, CRCS wita, CRCS mather review of section of the review	Char	rcha pro	at a	Shar	mur ks fo	II pro
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ther uder	Shov	sion on ho	e of the	scho	port ds to	ed for
h su	en b	focu old d	at a rate of 95% cademic climate nitors on the busin	Regional Charter School is	and fall	or th
g sp he a	as m	lue t	es. T	fina	app thro	Commendations The school was well prepared for the visit, providing much of the board members, teachers and students for the focus group time
ge s crial	net s	on i	exp	Board and the dialogue financially stable with a	ugh	for .
ucce RCS RCS	g te	mpro e uno ity n	lent.	nd th	atior	rovic the f
e se	al e	over	Me ed b	table	in la	ding
storic	duca	nent ain r	ets o	alog wit	the Irger staf	muc s gro
of tealing in leading	<u> </u>	s to esult	cus	h a r	char sch	sh of
ith s to r	app	the ts of	Student Attendance at a rate of 95% is excellent. Meets contract agr School social and academic climate, as expressed by focus groups, through placing monitors on the buses. Meets contract agreement.	oroje	Parents showed strong support and appreciation for the charter sc "There are no cracks for kids to fall through like in larger schools." There is good communication between parents and staff; every Fr	the
is building internal literacy capacity ation and teachers worked together ing.	Regional Charter School has met special education approval from the	heat legit	s, gr	grateful for the transparency of the Board and the dialogue between the	Parents showed strong support and appreciation for the charter school, stating "There are no cracks for kids to fall through like in larger schools." There is good communication between parents and staff; every Friday there is	doc
al ec the	l fro	ing s slatio	eme s wo	sur	ol, s	ume
nee d too	m th	syste on. L	ent.	plus	tatin ere i	ntati
geth paci	e De	om the	宣	of f	g th	on e
er to er to	epar	nat h	and	surplus of funds to	at ki	ihea
cial gains. CRCS will be hiring special education techs to meet the needs of students with seview of student results, CRCS is building internal literacy capacity in reading aress math needs, the administration and teachers worked together to choose the school year with supportive training.	on approval from the Department of Ed	e lor	ement.	Board and the parents rplus of funds to end Y	ninis	Commendations The school was well prepared for the visit, providing much of the documentation ahead of the vis board members, teachers and students for the focus group time.
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ren not able to fur behavioral issues nd language arts v	ducation, noting all policies and procedures are students and students are making great gains	suec	ue that emerged - behavior on the bus -	end Year One. Meets contract agreement.	arnir	and arranging for the availability of parents
ot ab guag guag	nts on, n	jection	en en	ee	etter	arra
re M	notin	the ton o	nerg	eets	thei	ingir
o fun rts w	g all	ime f fina	@	con	row	lg fo
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will k	cedu	nonit s we	sud	cont	omir any	of pa
oe in	at ga	torin forw	ם מ	ract	ng lik	arent
ehavioral issues. I language arts with the hiring of a new staff member Singapore Math Program, which will be implemented	ucation, noting all policies and procedures are in place students and students are making great gains.	g vis	s be	ar One. Meets contract agreement.	that kids were: "Learning at their own levels," "Blossoming like never lan administrator newsletter; parents feel free to call any time; and are	, S
nemt	<u> </u>	and lit. T	en a		ever are	
ren not able to function previously have made academic behavioral issues. In language arts with the hiring of a new staff member we staff member with the hiring of a new staff member we sta	ace.	rsued at the time of the 6-month monitoring visit. The e projection of financial savings, as well as charter school would be able to move forward and replace	ddre	ent.	stating that kids were: "Learning at their own levels," "Blossoming like never before," there is an administrator newsletter; parents feel free to call any time; and are	
ren not able to function previously have made academic, sehavioral issues. Singapore Math Program, which will be implemented 13 of 17		ace	has been addressed		Эге, "	
hose			0			
se skills						
7						

Cornville Regional Charter School Monitoring Results

Cornville Regional Charter School Monitoring Results

15 of 17					
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			a.		
			velop a litetime love of learning.	lebrate accomplishments and to dev	academically, to be accepted, to celebrate accomplishments and to develop a lifetime love of learning
			s given the opportunity to thrive	ning community where every child is	respectful, nurturing and active learning community where every child is given the opportunity to thrive
			strating its mission to create a safe,	Regional Charter School is demon	the team consensus is the Cornville Regional Charter School is demonstrating its mission to create a
		,,	ommission and DOE Special Education,	iew by the Maine Charter School Co	Following the June 2013 annual review by the Maine Charter School Commission and DOE
	,	4		that have been partially met.	has created plans to address items that have been partially met.
		to justify its work and	The school has been able	overall has had a very strong first ye	Cornville Regional Charter School overall has had a very strong first year.
					7 Closing Summary
			ear.	and submitted in a timely manner at the end of the school year.	metrics and submitted in a timel
	ance	of academic performance consistent with performance	a clearer picture	Information needs to be translated into the Performance Metrics in order to see	Information needs to be translat
			sments.	NWEA results varied from the DRA, DVPA and Saxon Math assessments	NWEA results varied from the D
	cts.	chool year and students came from multiple districts	S	Reading and Math data are being analyzed as the NECAP was administered only 8 days into the	G. Reading and Math data are being
				e. Maine School Facilities Maintenance Plan.	capital improvement planning
		ool Facilities for assistance with	Education Sch	is suggested that CRCS contact the Department of	F. Due to the age of the building, it is
			KS.	operation and formulate action dates and funding to accomplish tasks	operation and formulate action d
		nt and effective facility	for actions which create efficient and	Continue to update the capital improvement plan and prioritize plan for actions which create efficie	E. Continue to update the capital im
					o. Recommendations contained
					& Recommendations continued

Cornville Regional Charter School Monitoring Results

List of Documents provided by C	ornville Regional Charter School	List of Documents provided by Cornville Regional Charter School for the Annual Review June 20, 2013	013.	
Cornville Packet	Provided by Cornville Prior to June 20th visit	20th visit.		
	in a			
Cornville Visit Schedule for June 20,	, 2013			
Justin Belanger 6/17/13 Email Re:				
Recurrent Enrollment				
Student Conduct and Discipline				
Parents and Student Engagement				
Communications system list				
Special Education information				
Copy of the June 2013 Monitoring-Reporting	eporting Schedule			
Monitoring Report for Transportation				
Monitoring Report for Food Service				
Buildling Maintenance - Capital Improvement Plan Report,	ovement Plan Report, Sam Jencks			
Summary: Winter 2012 / Spring 2013 NWEA Results	3 NWEA Results			
Summary: Fall 2012 NECAP Results	S			2
Summary: Fall 2012 / Spring 2013 Developmental Reading Assessment Results (DRA)	evelopmental Reading Assessmen	it Results (DRA)		
Summary: Fall 2012 / Winter 2013 / Spring	2013	Developmental Place Value (DPVA) Math Assessment Results	sults	
Summary: Fall 2012 / Spring 2013 S	Saxon Math Assessment Results			
June 13, 2013, Letter to "Kenny" fro	2013, Letter to "Kenny" from Jean Walker, Chair, CRCS Board of Directors	d of Directors		
May 1, 2013, CRCS Board Meeting Minutes -	Minutes - All meeting minutes available on CRCS Website	able on CRCS Website.		
CRCS Board of Directors Terms and Duties	d Duties 2012-2013	ω 		
Cornville Regional Charter School By-Laws	y-Laws			
Exhibit 10 Organizational Chart 2012	2	7.		
Cornville Regional Charter School Board of Directors Best Practices	oard of Directors Best Practices			
Budget 2012-2013 School-year Revenues / Expenses by Month	enues / Expenses by Month	-		16 of 17

Cornville Regional Charter School Monitoring Results

17 of 17	
	List of Board Members and School Staff Ex-officio Board Members
	Budget 2012-2013 School-year Revenues / Expenses by Month - as previously submitted
	Budget - 2012-2013 Year Revenues / Expenses
	Parent Involvement/Student Interest Group Committee, Technology Committee
V	Sign-up Sheets for: Box Tops, PTF, Harvest Ball, Craft Fair, Luck of the Draw, Spagetti Supper, Field Day
ary 25, October 12	Request for Parents: "A Note from the Principal's Office" copies for: June 7, April 26, April 5, January 25
	Parent and Community Involvement:
	Student Conduct and Discipline Report 2012/2013
	Student and Parent Survey Results
9	Sample Attendance Form
	Enrollment for 2013-2014 - MSAD 54
	Student Intent-To-Return Form
	with scores
esults	Summary: Fall 2012 / Winter 2013 / Spring 2013 Developmental Place Value (DPVA) Math Assessment Results
	Summary: Fall 2012 / Spring 2013 Saxon Math Assessment Results with scores
	Summary: Fall 2012 / Spring 2013 Developmental Reading Assessment Results (DRA) with scores
	Summary: Winter 2012 / Spring 2013 NWEA Results with Scores
	Beginning of Grade 6, Beginning of Grade 5, Beginning of Grade 4, Beginning of Grade 3,
	Summary: Fall 2012 NECAP Results for:
	Sample: Individual Student Assessment Review
	with copy of the Capital Improvement Plan 2012-2015 - as previously submitted
	June 17, 2013, Email from Sam Jencks to J. Belanger Re: Building Plan
	Documents provided June 20, 2013:

Maine Charter School Commission

Monitoring Report

Maine Academy of Natural Sciences

August 2013

Monitoring Report

Maine Academy of Natural Sciences

August, 2013

1. Introduction

The Maine Academy of Natural Sciences (MeANS) was the first public charter school authorized, and the second one to open in the State of Maine, beginning its first year as a charter school in September 2012. MeANS operates with a year-round academic culture, and its first school year ended on August 16, 2013.

MeANS is located in Hinckley, Maine, on the campus of Good Will-Hinckley School, situated near the town lines of Fairfield and Skowhegan, on Route 201. Its initial enrollment of 52 students in grades 9-12 is gathered from several different communities from across the state. While many of the students live within the school's catchment area (approximately a 30 mile radius from the academy) others are housed five nights a week in a residential program operated by the parent organization, Good Will-Hinckley Home Association.

The school operates on a standards-based program, where students are expected to achieve proficiency levels required to meet the graduation requirements that will be in Maine law by 2016. Part of the school's challenge has been created by the fact that significant numbers of the existing students have transferred from other high schools and are expecting to graduate under the traditional credit-based system. Another challenge for the school has been the effort to develop new standards and rubrics for measuring them that are both aligned with the Common Core and can be managed under the school's Personal Learning Plan system, whereby each student advances through the standards at an individualized pace. The curriculum and the instructional program are both imbedded in a hands-on learning approach, utilizing agriculture and natural science oriented environment. Along with the hands-on, individualized instruction, the school emphasizes its Restorative Justice program, designed to help students develop into self-directed learners responsible for their actions.

2. Process for Monitoring the Public Charter School

The Maine Charter School Commission established a visiting review team of three members accompanied by the MCSC Executive Director and a two-person team from the Division of Special Education at the Maine Dept. of Education. The Commission team conducted two scheduled on-site visits in January, 2013 and August 14, 2013. Along with the visits the review team received several paper documents as part of the review. These documents were delivered prior to the visit, on the day of the visit, and subsequent to the visit, but prior to the development of this report. A list of documents provided by the school as part of this report is attached as an addendum and is available from the MCSC office. A list of the review team members and a list of all persons interviewed in the August review are included at the end of this report.

Section 3: Charter Commission Annual Report on MeANS Performance Indicators August, 2013

Indicator and Measure	Target negotiated in the Contract	Results reported, August 2013	Notes and Comments from Monitoring visit	Meets Contract Agreement	Partially Meets	Does not meet
Student Academic Proficiency: State Assessments	Percentage of students scoring at proficiency or above – 20% below the state average	We will not have these results until later this summer as the state has not released them yet. 14 Juniors took the Maine Science Test on April 3 rd , 12 Juniors took the SAT's on May 5 th .	Complete data available in Fall, 2013; SAT data included in 8/14/13 report to Commission	X		
Student Academic Proficiency: School developed assessments	40% of student body will meet at least 25% of standards each year, 30% will meet 20%, 30% will meet 10%	The school has baseline data and is prepared for 8/14	Baseline data included in 8/14/13 report to Commission	X		
Student Academic Proficiency: School developed assessments	Student achievement will progress relative to length of time the student is with the organization.	First year in operation; need to quantify this for our next year's report	MeANS is still developing the required standards; 17 students on standards based system; 26 on credit system. Because 4 th quarter results were incomplete, the % of students completing 25% of standards req. for graduation is unknown. 46% of students on credit system earned 4 or more credits.		x	

						103865
Student Academic Growth: Value added nationally normed individual and	Target not set yet (percentage of students who make one years growth.)	Percentage of students who made one year's growth (TABE) in at least one area –see attached report.	TABE results for School Year 2012- 13 presented on 8/14/13.	х		
group assessment or equivalent for English and Math	j		20			**
Established Benchmarks for each student	85% of students will show growth in at least one of the identified areas, and growth determined by TABE/NWEA, other evidence identified – portfolio – exhibition etc.	See attached report, 8/14/13	TABE aggregate achievement levels of more than 1 year in 6 of 7 areas. Gaps in ach. growth noted for three subgroups (females, Spec Ed, and Econ. Disadv)	X		
Rubric specific to charter school	85% of students will show growth in at least one of the identified areas.	8/14/13	ı.	х	*	
Achievement Gaps in proficiency and growth between major student subgroups using ESEA- based system	Assuming a gap of 25% or greater, we will shrink that gap by 50% on an individual student basis.	Attached TABE results report, 8/14/13		х		
Student Attendance:				**		
Average Daily Attendance Rate	Daily attendance rate of 80%	Average Daily attendance rate is 93% through 3 quarters		х		

Individual	Doily rate of 800/	35 students were in the				
	Daily rate of 80%	The same of the sa	٠			
Student		90 to 99% attendance	,	,		
Attendance		range. 10 students were				
Rate	v	in the 80 to 89% range,		X		
		1 student was in the 70		300.		
		to 79 % range				
Unexcused	8%	4.8 %				
Absences						
				X		
Recurrent		Lisa-separate letter				
enrollment		attached				
from Year to		J.		D		
Year				X		
		+	·	^		
Student re-	85% re-enrollment		0			
enrollment	annually					
from one year			Re-enrollment rate			
to next			as of 8/14/13: 91%	X		
			-6	^		
Continuous	80%continuously enrolled	- :				
enrollment of	for multiple (more than					
students for	two) years					
multiple years				DI / A		
		. ,		N/A		
Post-			12			V
Secondary		¢				
Readiness		4				
Graduation	Using Fed Graduation Rate	100% of starting seniors	2			
Rate	- 70% (of four year cohort)	graduated; 90%	*			
		graduation rate with	Data received			
		one senior being a fifth			2	
	4	year senior (Dropout	.0	X .		
		according to Fed rate)				
Success in	75% successfully complete	92% (12 of 13) students				
Dual		successfully completed	Data received			
Enrollment		at least one KVCC	Data received			
Courses		course		X		-
	× × × × × × × × × × × × × × × × × × ×	,				
				-		

SAT or ACT	15% of students will	41% scored at or above				
scores	score at or above state	Maine's Average				
	average on SAT and ACT	scores on nine of the	Data received	X		
	,	test areas				
	9					
, "		(how many took it?)				
Enrollment in	75% of graduates have	Currently 40% have				
post-	enrolled in post-	enrolled in post-				
secondary	secondary	secondary education				
institutions	institution/training/app		Data provided			
	renticeship					
*	by April following year 1			X		
	- 8 months after August		ž le			
	graduation	_=				
	graduation		*			
	75% of student taking	100% of (8) students	,			
	Accuplacer test will pass	who took three or				
	at least 3 elements	more aspects of the				
		exam passed at least	Data received			
		three elements of the	Data received			
		Accuplacer;		X		
		05.40 4 00/				5.1
		Of 49 scores, 4 or 8%				
		required remedial				2
		classes.	-		2	
			y			
Students	15% of Graduates	Currently 60% have full				
employed full	employed fulltime or	time employment	-	X		
time or	enlisted by April					
enlisted	following Year 1.		4			
School Social						
and Academic						
Climate	a .			-		
2 000 000 000	-			9		
Instances of	15 or fewer	Three incidents	Our site visit found that			
bullying,	incidents/reports of		there is an excellent			
harassment or	actual/suspected		climate during the school			
other abusive	bullying harassment.		day. However, resident			
behavior	-		students described after-		NEW YORK	
			school problems in the		X	
			house setting that			
			affected their overall			
			sense of well-being at the school.			
-			the School.			
			·			

Confidential	000/ of parameter	Shoff Summer				
Confidential	90% of parents,	Staff Survey:			÷	
surveys of	students, staff express	On the ten question				
parents staff	satisfaction with school	staff school climate	, ×			
and students	climate; School will	survey 92% of the staff	Data received			
regarding	participate in the state	ratings were for the			,	
social and	student climate surveys;	two most positive	The detailed comments			
academic	data compared with	choices	offered by the parent	21		
climate	comparison schools		and staff surveys, both			
		Student Survey:	positive and less positive,			-
		On an eight item	offer helpful information			
		school climate survey,	to the MeANS Board,			
		students opted for the	administrators and staff			
		two most positive	as the school works to			
	, and the second	choices 78% of the	fine-tune practices to			
,		time with the most		16	-	
		negative choice being	improve both its			
		picked 1% of the time.	academic and social			
			climate.			
		Parent Survey:	a a			
		On the eight item		v	-	8'
		school climate survey,	2	Х		
		parents opted for the				
		two most positive				
		choices 85.5% of the			+	
		time.				
		time.	corpora News Assessed to the Control of the Control	*		
		State student climate	With the addition of the			
		data via Maine	Maine Integrated Health			
		Integrated Health	Survey, this indicator will			- '
		Survey – data is not	be more than fully met.			
		available yet. (Will be	£			
		available in fall)				
		avallable III Julij	~			
Emotional	80% will report growth	No post survey as				
social growth	as reported by pre and	Gallup Poll did not				
of students	post Gallup Poll Hope	offer a spring survey				
0. 36446.1163	survey	oner a spring survey				
	Survey			X		
	4E sale at Level	441-11-1				
	15 school-based reports	14 incidents of				
	of student substance	suspected substance		x		
	use/abuse	use/ 4 instances of	*	^		
	ii .	paraphernalia				
	Cohool Booking of	10 students	Communication to the second			
	School Records of	14 students	Survey data indicates			
	Restorative Justice	participated in 27	that staff and parents			
	Involvement	restorative meetings	feel that the program is			
		leading to 27	working well.	X		
		agreements	=			
			A STATE OF THE STA	STEET STEET		

Financial Performance and Sustainability	The school will produce monthly and quarterly financial reports and provide evidence that the reports are reviewed by the Governing Board. Quarterly reports to be sent to the Commission for its files and review	The Commission received quarterly reports dated Jan. 31, April 30, and June 30, 2013. The June 30 report was for the first ten months of the school year.	The school has operated with a small balance at all three reported quarters. The 6/30/13 financial report shows an operating balance of just under \$1500. Actual expenses were \$18,000 over budget, but increases in actual support from GWH over budgeted amount prevented a deficit.	X	
* *	An annual financial audit is conducted and a report sent to the Commission, along with the School's response to all management findings and recommendations.	The school fiscal year ends 8/31/13. An audit and audit report will follow.	TBD		
Governance Board Performance and Stewardship			The Review Team has met with several Governance Board members, and interviewed the Chairperson on the telephone. The Board meets monthly and maintains strong working relationships with senior administrative staff and the parent organization's (GWH) board. Parents participate as members of Board	X	
			subcommittees. However, parent communication with the Board can be improved.		
	等这种国际		THE RESERVE OF THE PARTY OF THE		

Adequacy of Facilities Maintenance in Support of Program	The School will provide reports on facility cleanliness, cleaning logs, maintenance request and task completion logs, and an annual review of the maintenance and housekeeping program.	See Monitoring report provided by MeANS, 8/14/13	The Commission noted that students appreciate the move to the Swasey Building, and the comments on an improvement in housekeeping at this site.	X	
	The School will provide an annual update on the capital improvement plan for providing facility upgrades to support expanded enrollment.	Exec. Director Glenn Cummings provided a verbal outline of the Capital Campaign to completely renovate the Moody Building for use as a school facility	The campaign is still in the "quiet phase." A fundraising plan is in place by the Parent organization (Good Will-Hinckley), but completion and construction is 3-5 years away.	X	,
Transportatio n and Food Service	School will provide transportation for day students within catchment area, either through contracts with other providers, or the school's vans	See Monitoring report provided by MeANS, 8/14/13	The school added routes during the school year; approximately 50% of students utilize the transportation system.	x	
	The School will participate in the National School Lunch program and provide appropriate breakfast and lunch program for eligible students through GWH. (See Contract, Exhibit A, D.6, page 76.)	See Monitoring report provided by MeANS, 8/14/13	34% of eligible students participated in the breakfast program; 100% in the lunch program. The Commission commends the high quality of the food service program, which the school maintained despite cost overruns in the budget.	x	

Educational Partnerships in the Community	No specific target for the number of partnerships was established in contract.	Partnerships have been established this year with the following agencies and businesses: Kennebec Behavioral Health, Cornerstones Counseling, Skowhegan Career Center, Skowhegan CSA, Caverly's Farm, Maine Cooperative Extension.	Community volunteers and organizational partners were well represented among the participants in the 8/14/13 meeting.	X	
Parent Communication Systems	Weekly communications advisor – family.	100% of parents contacted weekly by student-advisor. This is done by phone or email every Friday afternoon.	On parent surveys, a few indicated that communication was less than hoped for, but overall they expressed high satisfaction.	x	
			The school offered strong individual student examples of communication with parents.		
Parent participation in their children's education and operation of school	90% parent/guardian participation in student led conferences	100% parental attendance at Student Led Conferences or on make-up dates (at least one parent/guardian from each student family.) Three sets of Student Led Conferences have been held on the following dates: 11/15-16 (2012), 3/14-15 (2013), 6/13-14;	Corroborating data received	x	
	60% parent and family participation in school sponsored activities (state wide geography creates travel/accessibility issues)	66% of parents – at least one parent or guardian from each student family have participated in a school sponsored activity.	Evidence of parent participation in school events is strong, both from documents and from interviews on 8/14/13.	X	

Other	Academic Disciplinary	MeANS has had no	59		-		
Requested	Reports	suspensions or					
Information	-	expulsions in this school		X			
	=	year.	-			j	

Summary

Indicator	Meets Contract agreement	Partially meets	Does not meet
Student Academic Proficiency	X		
Student Academic Growth	X		
Achievement Gaps in proficiency and growth between major student subgroups	X		,
Student Attendance	X		la .
Recurrent Enrollment from Year to Year	X		
Postsecondary readiness	X		2
Financial Performance and Sustainability	X		u u
Governance Board Performance and Stewardship	X		
Adequacy of Facilities Maintenance in Support of Program	X		
School Social and Academic Climate	X		, i
Parent and Community Engagement	X		

4. Commendations

- 1. The school was well prepared for the visit, providing some of the documentation ahead of the visit and arranging for the availability of parents, board members, partners, teachers and students for the focus group.
- 2. Parents showed strong support and appreciation for the charter school, stating that kids were "learning at their own levels"; "learning like never before;" that there is good communication between parents and staff; every Friday there is an advisor phone call, parents felt free to call anytime; and that parents are involved with governing board subcommittees. The parents did wish that some of the Board meetings might be held in the evenings to facilitate their participation and attendance.

- 3. Student Attendance at a rate of 93% is excellent and meets the contract agreement.
- 4. School social and academic climate, as expressed by focus groups, is wonderful and the one issue that emerged was with a residential situation involving resident student supervision, behavior and use of unscheduled time. The school has responded to this issue by hiring a new Director of Student Life and has begun to develop and implement a new after school activity program.
- 5. The school has been able to maintain a balanced operating budget through the first ten months of its fiscal year.
- 6. The Maine Academy of Natural Sciences (MeANS) has improved its capital equipment and resources through its acquisition and installation of its new greenhouses, including the aquaculture/hydroponic greenhouse that will bring state of the art technology into a hands-on learning environment.
- 7. Upon review, special education students show encouraging test results and accommodations are being developed for students.
- 8. Administration reported that there are huge success stories with some special education students. Students who had difficulties being able to function previously have made academic, behavioral and social gains.
- 9. MeANS maintains a progressive learning environment using Personal Learning Plans.
- 10. Utilization of Project Foundry software will provide teachers, parents and administrators a better picture of student academic performance and growth in 2013-2014.
- 11. The school's budget demonstrates a commitment to continuing staff professional development.
- 12. Recurrent enrollment is robust with enrollment figures of 66 students for 2013-2014, which is within the contract agreement. A waiting list exists if the school wishes to enroll more students up to its 90-student capacity under the contract.
- 13. Governing Board members stated the Board was working well together with open and honest dialogue and the conscious need to always to put students first.
- 14. The school has provided evidence that the recommendations from the January 24, 2013, visit have been acted upon: academic proficiency and growth data is being analyzed and plans made to address growth and professional development to make the adjustments and the charter school is making preparations for meeting more special education student's needs.

- 15. Student led conferences were valued by parents, students and staff.
- 16. Outreach to the regional substance abuse program, the Maine Department of Labor SCC Youth Programs and the University of Maine Cooperative Extension program and services is very good, as is the involvement of the Board in the local agriculture community.
- 17. MeANS is commended for its efforts to help students practice the habits of follow-through and completion of projects.

5. Recommendations

- A. We support the plan to allow the actual enrollment to drop below 90 in order to prevent overcrowding to the Swazey Building classroom facility, but urge the school to find ways to maintain an enrollment that will be financially sustainable.
- B. We encourage the school to seek additional avenues of funding beyond the major source of funds from the Good Will-Hinckley Foundation. The Commission desires that all Public Charter Schools develop a goal and strategy that will enable them to maintain a two-month operating balance at the end of their third fiscal year.
- C. We request that the school work with the Commission to develop a financial reporting system that both aligns with the School's academic year and also meets the contract requirements of a July-June fiscal year.
- D. MeANS is encouraged to increase the outreach to nearby higher education institutions and other community resources to address areas of curriculum, interests expressed by students and for internships.
- E. Continue to implement proficiency-based system with clear record keeping showing student attainment of standards.
- F. Fully implement Project Foundry software.
- G. We encourage the school to further its effort to appropriately integrate technology into the curriculum.
- H. Continue the capital improvement plan and prioritize the plan for actions to create an efficient and effective facility during the interim years before a new classroom building is fully completed.
- I. In response to student requests, MeANS is encouraged to consider an extension of the school day and expand school-related activities during after-school hours.
- J. In light of the wide range of students attending MeANS, consider the interpretation of "students at risk" description for your student body. Perhaps "students by choice" is a preferable depiction.
- K. Widen the scope and application of the school's restorative justice program with more staff training.
- L. To make the school's governance and management more fully transparent to parents and the public, we urge the Board to regularly update and publish its agenda and minutes to the school website in accordance with the Contract. In addition, we encourage the Board to find methods for parents to more readily attend and address the Board directly with issues and concerns.

- M. MeANS is encouraged to use Local Entitlement Funds for the purchase of instructional resources to support Special Education students.
- N. Support Special Education staff involvement with DOE training to assist in realizing improved special education program results.
- O. Provide staff development to support the differentiation of instruction to achieve increased student attainment of the learning standards.
- P. Consider ways to expand the availability of the special education teacher as a consultant to classroom teachers as a resource for instructional differentiation.
- Q. MeANS is encouraged to participate in live trainings and webinars offered by the MDOE Department of Special Services including aligning IEP goals with the Common Core state standards, LRE and transition planning.
- R. MeANS is encouraged to evaluate all IEPs and convene IEP team meetings for those students who are making limited progress on IEP goals.
- S. MeANS is encouraged to use evidence-based practices to improve reading and writing skills for students whose IEPs require direct instruction in those areas.
- T. MeANS is encouraged to view the monitoring tool, when it becomes available online, in preparation for special education monitoring during the 2014-15 school year.

6. Closing Summary

In our estimation the Maine Academy of Natural Sciences is demonstrating success and making progress in achieving its goal:

Our goal is for every MeANS student to become an engaged, reflective, and self-directed learner. We help students develop habits of heart and mind that lead them to take responsibility for their own actions, as well as for the welfare of other students, their community and their environment. Students will grow as critical thinkers and creative problem solvers. They will complete their education more hopeful and healthy than when they enrolled, and they will have a plan for their next steps as young adults including further education, training, adventure, civic engagement and work.

MeANS has had a strong first year overall, they have been able to justify their work and have created plans to address items that have been partially met.

Means Monitoring Visit Focus Group Participants

Debra Kantor

Partner- University of Maine Cooperative Extension

Tanika Hodges

Student

Robert Moody

GWH Vice President

Joel and Irene Austin

Parents

Hannah Austin

Student

Neil Lockwood

Student

Julie Lockwood

Parent

Bob McGorty

Partner-MDOL: SCC Youth Programs

Marian S.West

Parent

Glenn Cummings

GWH Executive Director

Joyce Tillson

Parent

Karen Corson

Parent

Joann Houghton

Parent

Roberta Lucas

MDOE- Special Education

Peg Armstrong

MDOE- Special Education

Cory King

MDOE- Special Education

Jeff Chase

Teacher

Mady Spiegel

Teacher

Brenda Poulin

Teacher

Bob Long

Partner- K.B.H.

Stephanie LaCroix

Teacher SPED/Math

Anna Perkins

GWH Special Education Director

Juliana Rothschild

Humanities Instructor

Emanuel Pariser

MeANS Co-Director

Troy Jackson

MeANS Co-Director

Richard Barnes

MCCS Member

Jana Lapoint

MCSC Member

Heidi Sampson

MCSC Member

Robert Kautz

MCSC Executive Director

List of documents supplied by MeANS:

Performance monitoring data (reproduced above)

Quarterly Financial report summaries for 1/31, 4/30 and 6/30/13

Student re-enrollment data

School Climate survey

Parent survey results

Student survey results

Teacher survey results

Bullying and substance abuse reports

Gallup poll of student attitudes

Documentation of parent and community involvement

Post-secondary readiness—Accuplacer and SAT scores

P/CSC/Maine Public Charter Schools/Maine Academy of Natural Sciences MeANS/8-14-13 Monitoring Year One/ 9/27 MeANS Annual Visit Monitoring Report August 2013

Maine Charter School Commission

Sample

Monitoring Schedule

Baxter Academy for Technology and Science

Contract Date: 5/7/13 School Opened: Sept 4, 2013 First Year July 1, 2013 - June 30, 2014

Baxter Academy

for Technology Sciences

Report	Description	Date Due	Date Sent/Received Source	Source	Page	Notes
(10-9-13)	10 1					
Signed Lease or Purchase Facilities	In application	3/9/2013	3/22/2013	CT 1.5.5	4	Year One
	With March Updated information	tion		Exh. C	ω	
				Sa N		
			180		72	50
Prior to Opening the Charter School will obtain special education program approval from MDOE	ecial education program approvo	l from MDOE		CT 3.5.3	14	
within the time period contained in the Pre-Opening requirements.	ng requirements. See below:					
			8			
DOE SPED Approved SPED Plan	on Contract Date	5/7/2013	Received	Exh. C	ъ	
	SPED Approval Letter		9/10/2013			
List of Directors & Officers	Within 10 Days of					Note: If any of these items
	Contract Date	5/21/2013	Received	CT 1.1.7.5	. 2.	have een confirmed by the
	Board of Directors -Baxter		6/18/2013		84	MCSC visiting team, there
	Alexander and the second desired to the seco			4		needs to be documentation
Insurance Policies & Certificates	10 Days after					in the MCSC Baxter File.dsl
Commercial LinesPolicy Proposal Hanover 6/18/1: Contract Date	1/1: Contract Date	5/21/2013	Complete ?	Exh. C	4	Commercial General Liability
Hanover Ins Compa	Hanover Ins Company Certificate of Liability Insurance	ice	6/20/2013			only information.
					- 1	
Transportation Plan	30 days prior to	8/5/2013		Exh. C	7	
Luce Transportation finalizing 7/3/13	school opening					no contract in file
	8				*	
Nutrition/Food Plan/Contract	30 days prior to	8/5/2013		Exh.C	7	no contract in file
Mr. Bagel Food Plan Working on it 7/3/13	school opening		A			
Certificate of Occupancy	30 days prior to	8/5/2013		Exh. C	4	Expired 9/27/13
Temp Cert. of Occupancy - thru 9/27/13	school opening	8/30/2013				new one?
Fire/Asbestos/Lead Paint	Asbestos Report		9/10/2013	Exh. C	4	
Utilities: Water/Air quality/Plumbing/Electricity				Exh. C	4	
Certificate of Occupancy for	Upon Need				. 1	
new location				CT 1.5.7	4	Change of Location
				CT 6.10.2.5	28	Material Amendment
				2		
			- Co	75V		

First Year July 1, 2013 - June 30, 2014

Contract Date: 5/7/13 School Opened: Sept 4, 2013

Baxter Academy for Technology Sciences

Report	Description	Date Due	Date Sent/ReceiverSource	Source	Page N	Notes
						.0.00
Operating Budget						
final pre-opening revisions	45 days prior to	7/18/2013		Exh. C	ъ	
	school opening					
Recei	Received: Budget Summary Cash Basis		8/13/2013			
All required renovations	30 days prior to	8/2/2013	8/30/13 ?	Exh. C	ω	
	start of school					
				2		
Professional Instructional Staff Hiring	30 days prior to	8/2/2013		Exh. C	ω	
Background checks complete	first day of school				* *	
Curriculum Accomodation Plan	30 days prior to	8/2/2013	Approved 9/10/13 Exh. C	Exh. C	б	
	start of school					
Title 1, SPED, ELL Approved Plans	30 days prior to	8/2/2013	Approved 9/10/13 Exh. C	Exh. C	СП	
	start of school		100 Maria			
Capital Equipment - Installed	30 days prior to	8/2/2013		Exh. C	4	
	start of school					
				2 2		
Technology - Hardware - Installed	30 days before	8/2/2013		Exh. C	6	
	opening of school					
Technology - Sofware - Installed	20 days before	8/14/2013		Exh. C	6	
	opening of school					
Staff Hiring - See below *	20 days prior to	8/14/2013		Exh. C	ω	
	first day of school					
* Paraprofessionals				Exh. C.	ω	
* Clerical Staff			2 2	Exh. C.	ω	
Office / Classroom Equipment	20 days prior to start of sch.	8/14/2013		Exh. C	4	

First Year July 1, 2013 - June 30, 2014
Contract Date: 5/7/13 School Opened: Sept 4, 2013

Baxter Academy for Technology Sciences

Report	Description	Date Due	Date Sent/Receive Source	(Source	Page Notes	
Classroom Assignments	15 days prior to	8/19/2013		Exh. C	6	
	start of school					
Emergency Contact Sheet and	15 days prior to	8/19/2013		Exh. C	4	
Safety Plan	start of school					
Professional Development- In Application	5 days prior to	8/26/2013		Exh. C	ω	
Staff Orientation	first day of school					
Substitute Teachers	At start of school year	9/3/2013		Exh. C	ω	
Student Enrollment Reports	Oct 1 / Feb 15 / June 30	10/1/2013		Exh. E 4.a	2	
MCSC and SAU receive				1		
State DOE Enrollment Report	October 1 and April 1					
Financial Reports (Revenue-Expense)	Oct 15/Jan 15/Apr 15/Jul 15	10/15/2013		Exh. E 8.a	3 1st quarter report	
Evidence reviewed by School Governing						
Board						
10/1 Enrollment Report	Within 30 calendar days	10/30/2013		Exh. E 4.a	2	
MCS Commission reviews with						
Chief Exec of School or Chair Governing						× ×
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	7 77					

Baxter Academy for Technology Sciences

Description Date Due Date Stant/Received Source Page Montes							
Source Number Page	Report	Description	Date Due	Date Sent/Received	Source		lotes
d Science CT 5.1 - 5.1.3 18 unitoring Plan Oversight Oversight Oversight Oversight Oversight Oversight Oversight Oversight Oversight Oversight Oversight Oversight Oversight Orl Site Visits Orl Site Visits Orl Site Visits Orl Site Visits Orl Site Visits Orl Site Visits Orl Site Visits Orl Orl Site Visits Orl Site Visits Orl Orl Site Visits Orl Site Visits Orl Orl Site Visits Orl Site Visits Orl Orl Site Visits Orl Orl Orl Site Visits Orl Orl Orl Orl Orl Orl Orl Orl Orl Orl	90-Day Review		Source	Number	Page	7	lotes
inship inship intoring Plan CT 5.1-5.1.3 18 18 18 18 18 18 18 1	Baxter Academy for Technology and Science	AND					
Iniship CIT 5.1-5.1.3 18 Oversight CT 5.2-5.2.5 18-19 Oversight CT 5.2-5.2.5 18-19 Ind Inspection CT 5.7-5.7.8 20-21 Site Visits CT 5.8 21 Ind Inspection Exh. E 2.A. 1 Ind Inspection Exh. E 2.A. 1 Ind Inspection Exh. E 2.A. 1 Ind Inspection Exh. E 6.a. 2 Ind Inspection Exh. E 8.a. 3 Ind Inspection Exh. E 4.a. 2 Inspection Exh. E 4.a.<							
Initoring Plan CT 5.1-5.1.3 18 Oversight CT 5.7-5.7.8 20-21 Site Visits CT 5.7-5.7.8 20-21 Site Visits CT 5.8 21 quired Elements Exh. E 2.A. 1 plan Exh. E 2.A. 1 plan Exh. E 6.a. 2 nnces Exh. E 8.a. 2 so CT 4.1-4.9.7 13-16 mual Exh. E 8.d. 3 Exh. E 8.d. 3 Exh. E 4.a. 2 Exh. E 4.a. 5 Exh. E 8.d. 3 Exh. E 4.a. 2 Exh. E 4.a. 2	Commission-Charter School Relationship						
Oversight CT 5.2-5.2.5 18-19 nd Inspection CT 5.7-5.7.8 20-21 Site Visits CT 5.8 21 quired Elements Exh. E 2.A. 1 plan Exh. E 2.A. 1 plan Exh. E 6.a. 2 nnces Exh. E 6.a. 2 nnual Exh. E 8.a. 3 GT 4.1-4.9.7 13-16 Exh. E 8.d. 3 Exh. E 4.a. 2 Exh. E 4.a. 3 Exh. E 4.a. 5 Exh. E 5 3	Monitoring Plan		СТ	5.1 - 5.1.3	18		
Ind Inspection CT 5.7-5.7.8 20-21 Site Visits CT 5.8 21 quired Elements Exh. E 2.A 1 plan Exh. E 2.A 1 plan Exh. E 6. a. 2 inces Exh. E 8. a. 2 inces CT 4.1-4.9.7 13-16 is Exh. E 8. d. 3 is Exh. E 8. d. 3 is Exh. E 4.1-4.9.7 13-16 is Exh. E 5 5	Oversight		СТ	5.2 - 5.2.5	18 - 19		
Site Visits CT 5.8 21 quired Elements Exh. E 2.A. 1 plan Exh. E 2.A. 1 plan Exh. E 6. a. 2 inces Exh. E 8. a. 2 cr CT 4.1-4.9.7 13-16 st Exh. E 8. d. 3 gth. E 4. a. 2 Exh. C 1-8 5 CT 1.6 5	Reporting and Inspection		СТ	.7	20 - 21		
Exh. E	Site Visits		CT	5.8	21		
quired Elements Exh. E 2.A. 1 plan Exh. E 6. a. 2 nces Exh. E 8. a. 2 nnual Exh. E 8. a. 3 ts Exh. E 8. d. 3 ts Exh. E 8. d. 3 ts Exh. E 4. a. 2 Exh. E 5 5							
Exh. E	1. Review and discussion of the Required Eleme	nts					
Exh. E 2.A. 1							
Dian Exh. E 6. a. 2	Academic Proficiency		Exh. E	2.A.	1		
Exh. E 6. a. 2	Protocol for fulfilling assessment plan						
Exh. E 6. a. 2	formative and summative					1	1/8/13
int Exh. E 6. a. 2 inces Exh. E 8. a. 3 Exh. E 8. a. 3 Inual Exh. E 8. d. 3 Is Exh. E 8. d. 3 Is Exh. E 4. a. 2 Exh. E 4. a. 2 Exh. C 1-8 CT 1.6 5 In 1.6 5							
EXh. E 8. a. 3 CT 4.1-4.9.7 13-16 Is Exh. E 8. d. 3 Id fundraising revenues. Exh. E 4. a. 2 Exh. E 4. a. 2 Exh. E 1-8 CT 1.6 5	Parent and Community Engagement		Exh. E	6. a.	2		
Exh. E 8. a. 3 CT 4.1-4.9.7 13-16 Exh. E 8. d. 3 Its 8. d. 3 Its 8. d. 3 Its 9. d. 4. a. 2 Exh. E 4. a. 2 Exh. C T 1.6 5 CT 1.6 5	Plan for engagement and conferences						
Exh. E 8. a. 3 CT 4.1-4.9.7 13-16 Exh. E 8. d. 3 Exh. E 8. d. 3 Exh. E 8. d. 3 Its 8. d. 3 Exh. E 8. d. 3 Exh. E 4. a. 2 Exh. C 1-8 CT 1.6 5							11/8/13
CT 4.1 - 4.9.7 13 - 16	1st Quarter Financials		Exh. E	8. a.	ω		
Exh. E			CT	4.1 - 4.9.7	13 - 16		
ts Exh. E 4. a. 2	The school will provide a revised annual		Exh. E	8. d.	ω	П	10/15/13
ts	financial plan - based on:			Partie Anthony			
Exh. E	*Known and projected enrollments					9	1/1/13
Exh. E 4. a. 2 Exh. C 1.6 5 CT 1.6 5	*Anticipated grant, foundation and fundraising	revenues.					
Exh. E 4. a. 2 Exh. C 1-8 CT 1.6 5							
Exh. C	Student Enrollment reports to SAU		Exh. E	4. a.	2		
Exh. C 1-8 CT 1.6 5	Maine Department of Education			APP PURPLY			TANGET OF THE PERSON OF THE PE
Exh. C 1.6	Infinite Campus					1	10/1/13
Exh. C 1.6							
1.6	Pre-Opening Plan Status		Exh. C		1-8		
			CT	1.6	5		
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First Year July 1, 2013 - June 30, 2014

for Technology Sciences **Baxter Academy**

Exh. C = Pre-Opening Plan Exh.E = Monitoring Plan CT = Charter Contract

		3-4		CT 1.5 - 1.5.7		Facilities - Maintenance
						Food Service (continuing contract)
		11	2.16	CT		Transportation (continuing contract)
						Unexcused absences
						Individual
						Average Daily
		7	2.6	CT		
		ω		Exh. B		
		2	4.b.	Exh. E		Student Attendance
		21	5.9 - 5.9.2	CT		
		1	3. b.	Exh. E		Complaints
						Child find
						Provision of services
						Number of identified Students
		12 - 13	3.5 - 3.7	CT		
		1	3.a.	Exh. E		Special Education Compliance
						subgroups
						Growth between major student
		2		Exh. B		Achievement Gaps in Proficiency and
		2		Exh. B	(1999年) 中国公司公司	Student Academic Growth
		12	3.5.1	CT		
		8	2.8.2	CT		
		1		Exh. B		Student Academic Proficiency
						2. Progress Updates:
tes	Notes	Page	Number	Source		90-Day Review
35	Page Notes	Source	Date Sent/Received Source	Date Due	Description	Report
Exh. C = Pre-Openin Exh.E = Monitorin			S	for Technology Sciences		Contract Date: 5/7/13 School Opened: Sept 4, 2013

Baxter Academy

Contract Date: 5/7/13 School Opened: Sept 4, 2013		for Technology Sciences	S			Evh E - Monitorin
Report	cription	Date Due	Date Sent/Receive Source	Source	Page	Notes
		S .				
Role of Governing Board		C	1.1.7 - 1.2.1	2-3		
Board review of financial reports		C	2.9 - 2.9.2	8		· · · · · · · · · · · · · · · · · · ·
Board review of academic progress reports						
						The sales
Complaint Process		Exh. E	1.a.	1		
3. Interviews						
Discussion with Board Chair and Members (if available), Staff, Parents, Students.	available), Staff, Parents, Stu	dents.				
					,	
4. School Tour						
5. Review Team Site report out						
Financial Reports (Revenue-Expense)	Oct 15/Jan 15/Apr 15/Jul 15	1/15/2014		Exh. E 8.a	ω	2nd Quarter
Evidence reviewed by School Governing						
Board						
					1 2	
Reports from School to track	November 7 / June 5	11/7/2013		Exh. E 2.d.	ъ	
Student's Academic Growth		<i>y</i>				
			*			Years 2-5 Mid-Year
Review of Student Academic Growth Report	Yearly - follow-up	On or about		Exh. E. 2.d.	1	
with School and MCSC Exec. Director		1/1/14			2	
				3		
Student Enrollment Reports	Oct 1 / Feb 15 / June 30	2/15/2014		Exh. E 4.a	2	
MCSC and SAU receive						
State DOE Enrollment Report	Note: Exhibit E does not align	does not align with DOE Enrollment Reports of October 1 and April 1.	Reports of October 1	and April 1.		2.2
2/15 Enrollment Report	Within 30 calendar days	3/17/2014		Exh. E 4.a	2	
MCS Commission reviews with Chief Exec of School or Governing Chair	ol or Governing Chair		T			
			7 2	* * * * * * * * * * * * * * * * * * *		4
					. 0	

First Year July 1, 2013 - June 30, 2014

Contract Date: 5/7/13 School Opened: Sept 4, 2013

Baxter Academy for Technology Sciences

Report	Documention .	Da+a Da	Data Cont / Bossings		- 1	
TO TO CO.	Description	חמוב חוב	Jale Sell / Received Source		Page Notes	es
Student Recruitment, Admission,		4/1/2014	CT 2.4 -2.5.4	2 2	6-7	
Enrollment - All phases complete by:	April 1 - Annually					
		*	2 2			
						v 2
				1 0	=	
Financial Reports (Revenue-Expense)	Oct 15/Jan 15/Apr 15/Jul 15	4/15/2013	Exh. E	8.a	3 3rd	3rd quarter report
Evidence reviewed by School Governing Board		2 2 2 2 2	200	2.8		
					·	
						7
Report on Performance of Plans	Annual Review		Exh. E	7.a.	2	
approved in contract:	June 12, 2014					
Transportation		6/5/2014	Exh. E	7.a.	2	
Tool Comition		6 /5 /2017	1		,	
		-1-1-				
Facilities Maintenance		6/5/2014	Exh. E	7.a.	2	
Commission shall review the	Before the end of the first year					
Performance Indicators with the charter		6/12/14	CT 2.8.2		8	
school in a public meeting						
Statistical Summary of student scores	End of Year One	6/7/2014	Exh. E	2.b.	1	
MEDMS						
Review Data relating to Child Find and	End of Year One	6/7/2014	Exh.E :	3.a.	-	
Students IDEA eligible as promulgated by MDOE.						
Commission will review annually the	Annally	6/7/2014	Exh. E.	3.c.	2	
agreement - School/MDOE/SAU or						
approved provider for SPED Services						

Contract Date: 5/7/13 School Opened: Sept 4, 2013

Baxter Academy for Technology Sciences

				- Marian Marian
Report	Description	Date Due Date S	Date Sent/Receive Source	Page Notes
Student Enrollment Reports	Oct 1 / Feb 15 / June 30	6/7/2014	Exh. E 4.a	2
MCSC and SAU receive				
State DOE Enrollment Report	Note: Exhibit E does not align with DOE Enrollment R	vith DOE Enrollment Reports	eports of October 1 and April 1.	
Student Attendance Records available	Annual Audit	6/12/2014	CT 2.6	8
for inspection and for annual audit.	and/or Commission request		Exh. E 4.b.	2
MCS Commission will provide a report back to		7/14/2013	Exh. E 4.b.	2
the School subsequent to its receipt and				
review of the annual June attendance report.				
Reports from School to track	November / June 30	6/12/2014	Exh. E 2.d.	1 Years 2-5 End-Year
Student's Academic Growth				6/30/2014
Review of Student Academic Growth Report	rearly Meeting	6/12/2014	Exh. E 2.d.	1
with School and MCSC Exec. Director				
Commission members will meet with a	Annual On-site Review	6/12/2014	Exh. E 6.c	3 *Parents/Community/
*representative group from the school.	During the last qtr of the			Volunteers
	school year, while school	6/12/2014	Exh. E 9.a.	3
Governing Board Chair, Chief School	is in session.			
Executive on-site visit with the Commission				
Per Special Ed Due by June 30:				DOE-SPED Reps.
Service Agreements and Partnerships	Contracts for providers of special education and related services.	al education and related serv	/ices. CT 2.15 - 2.15.3	11
Special Education			CT 3.5 - 3.5.6	12-13
Review Data relating to Child Find and	End of Year One	June 2014	Exh.E 3.a.	1
Students IDEA eligible as promulgated				
by MDOE.				
	End of Vear One			

Contract Date: 5/7/13 School Opened: Sept 4, 2013 First Year July 1, 2013 - June 30, 2014

for Technology Sciences **Baxter Academy**

		2				Exh.E = Monitoring
Report	Description	Date Due	Date Sent/Receiver Source	Source	Page	Notes
Assistive Technology	End of Year One	June 2014		DOE SPED		
Non-academic Services	End of Year One	June 2014		DOE-SPED		
Routine Checking of Hearing Aids Etc	End of Year One	lune 2014		DOF-SPED		
Commission will review annually the	Annually	June 2014		Exh. E. 3.c.	2	
agreement - School/MDOE/SAU or						
approved provider for SPED Services						
Financial Reports (Revenue-Expense)	Oct 15/Jan 15/Apr 15/ Jul 15	7/15/2014		Exh. E 8.a	ω	4th quarter report
Evidence reviewed by School Governing					(1)	
Board						
			80 90 91 91			
School will complete an annual audit in accordance	e The Financial Audit	10/31/2014		Exh. E 8.c.	ω	
with standard auditing practices for public schools and file a	s and file a			CT 4.7.3	17	
copy of that report with the Commission.	July 1, 2013 - June 30, 2014					
				2		
List of Directors and Officers	Before the first day of the	Prior to		CT 1.1.7.5	2	Annually
for the next Fiscal Year.	Charter School's fiscal	7/1/2014	3.			3 3 3
	year, (7/1) the school		3. 3			
	shall provide	1/2 2007	9400 (94)	3		
				A A	3	
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Contract Date: 5/7/13 School Opened: Sept 4, 2013

Baxter Academy

for Technology Sciences

Report	Description	Date Due	Date Sent/Receiver Source	Source	Page	Notes
Enrollment Process for September 2014	Please see Education 05-071 Chapter 140 for com	Chapter 140 for co	mplete details.			
05-071 Chapter 140				The second second		
Section 3 Charter School Operations 1. Notice of charter school openings	rter school openings			05-071 Chap 140	4	
* Public notice two consecutive weekends in a State Paper - i.e. Kennebec Journal	Paper - i.e. Kennebec Journal	February 8 & 9, 2014				
		February 15 & 16, 2014				
* Notice to interested parties		2/7/2014		05-071 Chap 140	4	
* Notice to the Department; the Department shall include	clude	2/7/2014				
notice on the charter school website.						
* Any person who has asked the authorizer of the school	hool	2/7/2014				
for notice of school openings.						
Student Letters of Intent		2/20/2014		05-071 Chap 140	4	2. Enrollment A.
Lottery Notice of	Min. 1 week prior to lottery	2/21/2014		05-071 Chap 140	5	2. Enrollment C. (3)
Lottery		3/5/2014		05-071 Chap 140	4	2. Enrollment C. (1)
Students notified of acceptance by	14 days prior - 16 for mailing	3/7/2014		04-071 Chap 140	5	2. Enrollment D.
Commitment to Enroll	within 14 days of notification	3/28/2014		04-071 Chap 140	5	2. Enrollment D.
Student Recruitment, Admission,	In the manner required by	4/1/2014		CT 2.4.2	6	DOE Chapter 140
Enrollment - All phases complete by:	April 1 - Annually			05-071 Chap 140	4	2. Enrollment C. (1)
					. 1	
				5 K		
	-	200	3			
			2 0			
				×	20	

Maine Charter School Commission

FY 13

YEAR-TO-DATE EXPENDITURES

June 30, 2013

		CHARTER SCHO	JRES (with FY12				
		AS OF JUNE 3	30, 2013				
							= 1/40 4 4
		04	00	02	04	TOTAL	FY12 Actua
		Q1	Q2	Q3	Q4	IOIAL	Expend
ALL OTH	ER ALLOTMENT	11,490	54,530	25,950	10,933	102,903	10,000
EXPEND		4.500	9,200	22.377	22,371	58,448	
4099	MISC PROF FEES & SPEC SRV	4,500	9,200	22,311	22,371	0	10
4277	MEALS-EXTENDED WORK DAY						10
4360	AIR FARE OUT-OF-STATE	1,164				1,164 91	
4380	AUTO MILEAGE-GEN OUT-OF-STATE	91				36	
4381	OTHER TRANSPORTATION COST	36				587	
4383	HOTEL ROOM & LODGING	587 163				163	
4384	MEALS INCLUDING GRATUITIES RENT FOR MGMT/TRNG ROOM	103				0	140
4607	COURIER SERVICE	16			89	105	140
4909	METER POSTAGE	38	64	24	19	145	8
4911		30		24	19	2	0
4912	BUS REPLY & POSTAGE DUE		1	4		23	1
4913	INTRAGOVERNMENTAL SERVICE	6	10	4	3		1
4918	NON EMPLOYEE RECOGNITION				92	92	
4929	PRINTING AND BINDING			13		13	
4938	PHOTO COPYING	241	102	234	459	1,036	
4939	PRINTING BINDING ETC STAT	34				34	
4946	ADVERTISING NOTICES		290	228	2,490	3,008	1,147
4970	OTHER THAN ST MILEAGE	3,011	2,994	2,523	2,587	11,115	3,411
4980	TRAVEL EXP OTHER THAN ST	34	73	72	87	266	528
4983	DUES	1,000				1,000	250
5001	REGISTRATION FEE-NON STATE		180			180	
5302	TELEPHONE			345	508	853	0
5304	CELLULAR PHONE SERVICE			362	373	735	
5331	NETWORK ACCESS			456	274	730	
5357	PRINTERS			2	478	478	
5370	MINOR COMPUTER EQUIPMENT			535		535	
5380	SUBSCRIPTION - PC/LAPTOP/THIN CLIENT			225	300	525	
5381	SUPPORT - PC/LAPTOP/THIN CLIENT			241	321	562	
5382	FILE SERVICES			71	95	166	
5383	E-MAIL	4	34	48	60	146	4
5386	MOBILE DATA DEVICE		179	220	(217)	182	
5602	OFFICE SUPPLIES		504	154	235	893	
5627	PURCHASE OF BOOKS		378		207	585	
	LL OTHER EXPENDITURES	10,925	14,010	28,132	30,832	83,899	5,499
FNCLIME	BRANCES:						
4099	MISC PROF FEES & SPEC SRV		35,717	(6,710)	(21,143)	7,864	4,500
	HER ALLOTMENT BALANCE	565	4,803	4,528	1,244	11,140	1